

**NATIONAL  
BEAUTY  
Training Package**

**July 1999**

# **NATIONAL BEAUTY Training Package**

**July 1999**

---

**QUALIFICATIONS  
ASSESSMENT GUIDELINES  
COMPETENCY STANDARDS**

**FOR**

**WRB20199A CERTIFICATE II IN NAIL TECHNOLOGY  
WRB20299A CERTIFICATE II IN MAKE-UP ARTISTRY  
WRB20399A CERTIFICATE II IN RETAIL COSMETIC  
ASSISTANT  
WRB30199A CERTIFICATE III IN BEAUTY  
WRB30299A CERTIFICATE III IN NAIL TECHNOLOGY  
(SMALL BUSINESS)  
WRB40199A CERTIFICATE IV IN BEAUTY THERAPY  
WRB50199A DIPLOMA OF BEAUTY THERAPY**

---

## **NATIONAL BEAUTY TRAINING PACKAGE**

### **National Code: WRB99**

#### **ACKNOWLEDGEMENT**

The National Wholesale Retail and Personal Services Industry Training Council (National WRAPS) wishes to acknowledge the beauty industry, training organisations and the government agencies for their support in the development of the National Beauty Training Package, specifically:

ANTA for funding the development  
Members of the WRAPS Network

© Australian National Training Authority 1999

This work has been produced initially with the assistance of funding provided by the Commonwealth Government through ANTA. This work is copyright, but permission is given to trainers and teachers to make copies by photocopying or other duplicating processes for use within their own training organisation, or workplace where the training is being conducted. This permission does not extend to making of copies for use outside the immediate training environment for which they are made, nor the making of copies for hire or resale to third parties.

The views expressed in this version of the work do not necessarily represent the views of ANTA. ANTA does not give warranty nor accept any liability in relation to the content of this work.

Published by: Australian Training Products Ltd  
GPO Box 5347BB  
MELBOURNE VIC 3001  
Telephone: +61 3 9630 9836  
Facsimile: +61 3 9639 4684

First Published August 1999

STOCKCODE: 7830WRBSTD

Printed by Ausdoc OnDemand Pty Ltd, MELBOURNE AUSTRALIA

# CONTENTS

		<b>Page No</b>
<b>PART A</b>	<b>BACKGROUND TO THE COMPETENCY STANDARDS</b>	
1.0	Introduction to the Standards	1
2.0	Summary of Units & Elements	2
3.0	Contributors	11
4.0	Comparison with Other Endorsed Standards	24
<b>PART B</b>	<b>QUALIFICATIONS</b>	
1.0	Introduction to the Training Package	2
2.0	Packaging of the Standards	4
3.0	Alignment to the Australian Qualifications Framework	10
4.0	Using the Training Package	19
<b>PART C</b>	<b>ASSESSMENT GUIDELINES</b>	
1.0	Assessment System Overview	2
2.0	Assessor Qualifications and Training	8
3.0	Guidelines for Designing Assessment Materials	10
4.0	Guidelines for Conducting Assessment	16
5.0	Sources of Information	17
<b>PART D</b>	<b>NATIONAL BEAUTY COMPETENCY STANDARDS</b>	
WRB01A	Communicate with Clients	1
WRB02A	Work Effectively in a Salon/Store Environment	7
WRB03A	Apply Safe Working Practices	13
WRB04A	Perform Salon/Store Cleaning Duties	21
WRB05A	Merchandise Beauty Products	27

## CONTENTS

		<b>Page No</b>
<b>PART D</b>	<b>NATIONAL BEAUTY COMPETENCY STANDARDS (cont'd)</b>	
WRB06A	Sell Beauty Products	33
WRB07A	Conduct Financial Transactions	39
WRB08A	Provide Service to Clients	45
WRB09A	Perform Stock Control Procedures	51
WRB10A	Minimise Theft	57
WRB11A	Operate Retail Equipment	61
WRB12A	Demonstrate Retail Skin Care Products	67
WRB13A	Advise on Beauty Services	73
WRB14A	Pierce Ears	79
WRB15A	Provide Lash and Brow Treatments	85
WRB16A	Provide Temporary Epilation and Bleaching Treatments	93
WRB17A	Provide Manicure and Pedicure Service	101
WRB18A	Apply Nail Enhancement	109
WRB19A	Use Electrical Equipment for Nails	119
WRB20A	Apply Nail Art	127
WRB21A	Design and Apply Make Up	133
WRB22A	Design and Apply Make Up for Photography	141
WRB23A	Design and Apply Remedial Camouflage	149
WRB24A	Assess Client's Treatment Needs	157
WRB25A	Provide Facial Treatments	167
WRB26A	Provide Advanced Facial Treatments	177
WRB27A	Provide Body Treatments	189

## CONTENTS

		<b>Page No</b>
<b>PART D</b>	<b>NATIONAL BEAUTY COMPETENCY STANDARDS (cont'd)</b>	
WRB28A	Provide Aesthetic Aromatherapy Massage	203
WRB29A	Provide Permanent Epilation	213
WRB30A	Perform Diathermy Service	227
WRB31A	Design and Perform Cosmetic Tattooing/Micropigmentation Procedures	237
WRB32A	Co-ordinate Work Teams	249
WRB33A	Maintain Employee Relations	255
WRB34A	Investigate New Products and Services	261
WRB35A	Implement Training	269
WRB36A	Prepare for Training	277
WRB37A	Deliver Training	285
WRB38A	Assess Workplace Competencies	293
WRB39A	Review and Promote Training	303
WRB40A	Provide a Safe Working Environment	309
BSX001/A	Evaluate a Business Opportunity	317
BSX002/A	Complete a Business Plan	323
BSX003/A	Address Legal and Administrative Requirements	329
BSX004/A	Address Client Requirements	333
BSX005/A	Manage Business Operations	337
BSX006/A	Manage Self and Staff	341
BSX007/A	Manage Finances	347
BSX008/A	Review Business	353



## **PART A**

### **BACKGROUND TO THE COMPETENCY STANDARDS**





## SECTION 1: INTRODUCTION TO THE STANDARDS

### Introduction

Since the establishment of the National Wholesale and Retail Industry Training Council (National WRAPS) in 1991, standards have been developed for the Hardware, Hairdressing, Pharmacy, sectors. In 1995/96, the Retail Industry developed core and specialist standards. In early 1996 National WRAPS resolved to undertake the development of national standards for the Beauty Industry.

The Australian National Training Authority provided administration and project funding.

Significant numbers of Beauty Industry personnel have made in kind contribution to the project.

The project was managed jointly by Barbara Hawkins, Victorian Wholesale Retail and Personal Services Industry Training Board and Brett Parker, Retail and Wholesale Industry Training Board Queensland Inc. on behalf of the National Wholesale Retail and Personal Services Industry Training Council. Tenders were called and Western Melbourne Institute of TAFE, Victoria (now amalgamated with Victoria University of Technology) was selected as the project consultant.

The project has a number of aspects requiring special consideration:

- the beauty industry is diverse in that it provides a range of specialised assessment and clinical services to clients;
- additionally the industry has a retail focus through the sale of home care products via salons and retail cosmetics and skin care products through pharmacies and large department stores;
- the industry ranges from the smallest of small business to larger enterprises and operates in cities and remote areas;
- the intensely personal one to one nature of clinical services provided, leads the majority of employers to seek already competent operators in preference to providing training on the job. Exceptions arise in remote areas and the retail beauty sector where employers indicate that they would like the option of training in the less complex competency areas on the job.
- the standards must be packed in a manner which provides for flexibility as different enterprises, individuals and regional areas of the industry may require some or various combinations of the competencies covered in the standards.

## SECTION 2: SUMMARY OF UNITS AND ELEMENTS

### UNIT WRB01A

#### COMMUNICATE WITH CLIENTS

*Elements of Competency*

- WRB01A.1 Establish Contact with Clients
- WRB01A.2 Process Information

### UNIT WRB02A

#### WORK EFFECTIVELY IN A SALON/STORE ENVIRONMENT

*Elements of Competency*

- WRB02A.1 Act Responsibly
- WRB02A.2 Manner
- WRB02A.3 Identify the Award/Agreement
- WRB02A.4 Work in a Team
- WRB02A.5 Maintain Personal Presentation
- WRB02A.6 Follow Routine Instructions
- WRB02A.7 Maintain Professional Networks

### UNIT WRB03A

#### APPLY SAFE WORKING PRACTICES

*Elements of Competency*

- WRB03A.1 Observe Basic Safety Procedures
- WRB03A.2 Observe Emergency Procedures
- WRB03A.3 Comply with Health and Hygiene Regulations
- WRB03A.4 Apply First Aid Procedures

### UNIT WRB04A

#### PERFORM SALON/STORE CLEANING DUTIES

*Elements of Competency*

- WRB04A.1 Organise Work Area
- WRB04A.2 Clean Work Area
- WRB04A.3 Check and Maintain Furniture, Tools and Equipment
- WRB04A.4 Check and Maintain Stock

### UNIT WRB05A

#### MERCHANDISE BEAUTY PRODUCTS

*Elements of Competency*

- WRB05A.1 Place and Arrange Merchandise
- WRB05A.2 Place, Arrange and Display Price Tickets and Labels
- WRB05A.3 Maintain Displays
- WRB05A.4 Protect Merchandise

### UNIT WRB06A

#### SELL BEAUTY PRODUCTS

*Elements of Competency*

- WRB06A.1 Apply Product Knowledge
- WRB06A.2 Approach Client
- WRB06A.3 Gather Information
- WRB06A.4 Sell Benefits
- WRB06A.5 Overcome Objections
- WRB06A.6 Close Sale
- WRB06A.7 Maximise Sales Opportunities

## SECTION 2: SUMMARY OF UNITS AND ELEMENTS

### UNIT WRB07A

#### CONDUCT FINANCIAL TRANSACTION

*Elements of Competency*

- WRB07A.1 Operate Point of Sale Equipment
- WRB07A.2 Perform Point of Sale Transactions
- WRB07A.3 Complete Sales
- WRB07A.4 Wrap and Pack Goods
- WRB07A.5 Reconcile Takings

### UNIT WRB08A

#### PROVIDE SERVICE TO CLIENTS

*Elements of Competency*

- WRB08A.1 Receive Clients
- WRB08A.2 Deliver Service to Clients
- WRB08A.3 Schedule Clients
- WRB08A.4 Respond to Client Complaints.
- WRB08A.5 Identify Clients' Special Needs/Requirements

### UNIT WRB09A

#### PERFORM STOCK CONTROL PROCEDURES

*Elements of Competency*

- WRB09A.1 Receive and Process Incoming Goods
- WRB09A.2 Rotate Stock
- WRB09A.3 Participate in Stocktake
- WRB09A.4 Reorder Stock
- WRB09A.5 Dispatch Goods

### UNIT WRB10A

#### MINIMISE THEFT

*Elements of Competency*

- WRB10A.1 Apply Routine Salon/Store Security
- WRB10A.2 Minimise Theft

### UNIT WRB11A

#### OPERATE RETAIL EQUIPMENT

*Elements of Competency*

- WRB11A.1 Maintain Retail Equipment
- WRB11A.2 Apply Keyboard Skills
- WRB11A.3 Operate Data Entry Equipment

### UNIT WRB12A

#### DEMONSTRATE RETAIL SKIN CARE PRODUCTS

*Elements of Competency*

- WRB12A.1 Prepare Client for Skin Cleaning
- WRB12A.2 Cleanse Face
- WRB12A.3 Apply Skin Care Products
- WRB12A.4 Advise on Further Product Use

## SECTION 2: SUMMARY OF UNITS AND ELEMENTS

### UNIT WRB13A

#### ADVISE ON BEAUTY SERVICES

*Elements of Competency*

- WRB13A.1 Develop Product Knowledge
- WRB13A.2 Identify Beauty Products and Services
- WRB13A.3 Recommend Specialised Products and Services

### UNIT WRB14A

#### PIERCE EARS

*Elements of Competency*

- WRB14A.1 Prepare Client for Service
- WRB14A.2 Perform Ear Piercing
- WRB14A.3 Provide Aftercare Advice

### UNIT WRB15A

#### PROVIDE LASH AND BROW TREATMENTS

*Elements of Competency*

- WRB15A.1 Prepare Client for Service
- WRB15A.2 Chemically Treat Eyelash and Eyebrows
- WRB15A.3 Shape Eyebrows
- WRB15A.4 Apply False Eyelashes
- WRB15A.5 Provide Aftercare Advice

### UNIT WRB16A

#### PROVIDE TEMPORARY EPILATION AND BLEACHING TREATMENTS

*Elements of Competency*

- WRB16A.1 Prepare Client for Service
- WRB16A.2 Perform Waxing Treatments
- WRB16A.3 Perform Bleaching Treatments
- WRB16A.4 Provide Aftercare Advice

### UNIT WRB17A

#### PROVIDE MANICARE AND PEDICARE SERVICE

*Elements of Competency*

- WRB17A.1 Prepare Client for Manicure/Pedicare Service
- WRB17A.2 Perform a Basic Manicure/Pedicare Service
- WRB17A.3 Provide Aftercare Advice

### UNIT WRB18A

#### APPLY NAIL ENHANCEMENT

*Elements of Competency*

- WRB18A.1 Prepare Client for Artificial Nail Application
- WRB18A.2 Remove Artificial Nails
- WRB18A.3 Apply/Refill Artificial Nails
- WRB18A.4 Provide Aftercare Advice

## SECTION 2: SUMMARY OF UNITS AND ELEMENTS

### UNIT WRB19A

#### USE ELECTRICAL EQUIPMENT FOR NAILS

*Elements of Competency*

- WRB19A.1 Prepare Client for Service
- WRB19A.2 Use Electrical Equipment to Shape Nails

### UNIT WRB20A

#### APPLY NAIL ART

*Elements of Competency*

- WRB20A.1 Prepare Client for Nail Art Service
- WRB20A.2 Apply Nail Art
- WRB20A.3 Provide Aftercare Advice

### UNIT WRB21A

#### DESIGN AND APPLY MAKE UP

*Elements of Competency*

- WRB21A.1 Prepare Client
- WRB21A.2 Cleanse Face
- WRB21A.3 Analyse Face and Design Make-up Plan
- WRB21A.4 Select Products and Equipment
- WRB21A.5 Apply Make-up
- WRB21A.6 Advise On Further Product Use

### UNIT WRB22A

#### DESIGN AND APPLY MAKE UP FOR PHOTOGRAPHY

*Elements of Competency*

- WRB22A.1 Prepare Client
- WRB22A.2 Cleanse Face
- WRB22A.3 Analyse Face
- WRB22A.4 Analyse Context
- WRB22A.5 Apply Make-up

### UNIT WRB23A

#### DESIGN AND APPLY REMEDIAL CAMOUFLAGE

*Elements of Competency*

- WRB23A.1 Prepare Client
- WRB23A.2 Cleanse Face
- WRB23A.3 Analyse Treatment Area
- WRB23A.4 Select Products and Equipment
- WRB23A.5 Apply Remedial Camouflage
- WRB23A.6 Advise on Further Product Use

### UNIT WRB24A

#### ASSESS CLIENT'S TREATMENT NEEDS

*Elements of Competency*

- WRB24A.1 Determine Clients' Requirements
- WRB24A.2 Analyse Client Characteristics
- WRB24A.3 Identify Contraindications/Precautions
- WRB24A.4 Determine Treatment Plan

## SECTION 2: SUMMARY OF UNITS AND ELEMENTS

### UNIT WRB25A

#### PROVIDE FACIAL TREATMENTS

*Elements of Competency*

- WRB25A.1 Prepare Client for Facial Treatment
- WRB25A.2 Assess Client Requirements
- WRB25A.3 Prepare Face
- WRB25A.4 Perform Massage
- WRB25A.5 Apply Skin Care Products
- WRB25A.6 Advise on Further Treatments

### UNIT WRB26A

#### PROVIDE ADVANCED FACIAL TREATMENTS

*Elements of Competency*

- WRB26A.1 Prepare Client and Work Area for Facial Treatment
- WRB26A.2 Assess Client Requirements
- WRB26A.3 Prepare Face
- WRB26A.4 Treat Prematurely Aged Skin
- WRB26A.5 Treat Red, Flushed Skin (Erythema)
- WRB26A.6 Treat Mature Seborrhoea and/or Acne
- WRB26A.7 Advise on Further Treatments

### UNIT WRB27A

#### PROVIDE BODY TREATMENTS

*Elements of Competency*

- WRB27A.1 Prepare Client and Work Area for Body Treatments
- WRB27A.2 Assess Client Requirements
- WRB27A.3 Perform Body Massage Techniques
- WRB27A.4 Apply Body Treatment Products
- WRB27A.5 Provide Electrical Body Treatments
- WRB27A.6 Provide Aftercare Advice

### UNIT WRB28A

#### PROVIDE AESTHETIC AROMATHERAPY MASSAGE

*Elements of Competency*

- WRB28A.1 Prepare Client and Work Area for Aromatic Aesthetic Treatments
- WRB28A.2 Assess Client Requirements
- WRB28A.3 Select Products
- WRB28A.4 Perform Massage Techniques
- WRB28A.5 Apply Aromatic Aesthetic Treatment Products
- WRB28A.6 Provide Aftercare Advice

### UNIT WRB29A

#### PROVIDE PERMANENT EPILATION

*Elements of Competency*

- WRB29A.1 Consult with and Assess Client for Service
- WRB29A.2 Prepare Client for Permanent Epilation Service
- WRB29A.3 Perform Permanent Hair Removal Patch Test
- WRB29A.4 Perform Permanent Hair Removal
- WRB29A.5 Provide After Care Advice

## SECTION 2: SUMMARY OF UNITS AND ELEMENTS

### UNIT WRB30A

#### PERFORM DIATHERMY SERVICE

*Elements of Competency*

- WRB30A.1 Consult with and Assess Client for Service
- WRB30A.2 Prepare Client for Diathermy Service
- WRB30A.3 Perform Diathermy Patch Test
- WRB30A.4 Perform Service
- WRB30A.5 Provide After Care Advice

### UNIT WRB31A

#### DESIGN AND PERFORM COSMETIC TATTOOING/MICROPIGMENTATION PROCEDURES

*Elements of Competency*

- WRB31A.1 Consult with and Assess Client for Service
- WRB31A.2 Prepare Client for Service
- WRB31A.3 Perform Patch Test
- WRB31A.4 Perform Cosmetic Tattooing/Micropigmentation Service
- WRB31A.5 Provide After Care Advice

### UNIT WRB32A

#### CO-ORDINATE WORK TEAMS

*Elements of Competency*

- WRB32A.1 Monitor and Organise Staffing Levels
- WRB32A.2 Inform Team Members
- WRB32A.3 Coach on the Job
- WRB32A.4 Motivate the Team
- WRB32A.5 Maintain Staffing Records

### UNIT WRB33A

#### MAINTAIN EMPLOYEE RELATIONS

*Elements of Competency*

- WRB33A.1 Identify the Awards/Agreements
- WRB33A.2 Identify and Minimise Potential Industrial Problems
- WRB33A.3 Implement Dispute Settlement Procedures

### UNIT WRB34A

#### INVESTIGATE NEW BEAUTY PRODUCTS AND SERVICES

*Elements of Competency*

- WRB34A.1 Analyse Market
- WRB34A.2 Plan Product and Service Range
- WRB34A.3 Maintain Supplier Relations
- WRB34A.4 Negotiate Supply of Goods
- WRB34A.5 Monitor Quality Control
- WRB34A.6 Introduce Product Range
- WRB34A.7 Maximise Profit
- WRB34A.8 Rationalise Stock



## SECTION 2: SUMMARY OF UNITS AND ELEMENTS

### UNIT WRB35A

#### IMPLEMENT TRAINING

##### *Elements of Competency*

- WRB35A.1 Confirm the Need for Training
- WRB35A.2 Plan and Document Training
- WRB35A.3 Arrange Location and Resources
- WRB35A.4 Notify Team Members
- WRB35A.5 Prepare Team Members
- WRB35A.6 Instruct Team Members
- WRB35A.7 Provide Opportunities for Practice
- WRB35A.8 Confirm Team Members has Reached Required Standard of Performance
- WRB35A.9 Evaluate Training Session
- WRB35A.10 Record Training

### UNIT WRB36A

#### PREPARE FOR TRAINING

##### *Elements of Competency*

- WRB36A.1 Confirm the Need for Training
- WRB36A.2 Define Training Requirements
- WRB36A.3 Develop Training Programs
- WRB36A.4 Prepare Learning Materials
- WRB36A.5 Manage Training Events
- WRB36A.6 Establish Training Data Bank

### UNIT WRB37A

#### DELIVER TRAINING

##### *Elements of Competency*

- WRB37A.1 Prepare Trainees for the Learning Experience
- WRB37A.2 Present Training Session
- WRB37A.3 Support Trainees in Managing Their Own Learning
- WRB37A.4 Facilitate Group Learning
- WRB37A.5 Provide Opportunities for Practice
- WRB37A.6 Provide Feedback on Progress to Trainees
- WRB37A.7 Review Delivery Experience

### UNIT WRB38A

#### ASSESS WORKPLACE COMPETENCIES

##### *Elements of Competency*

- WRB38A.1 Identify and Explain Assessment Context
- WRB38A.2 Salon Policy Discussed With Staff
- WRB38A.3 Plan Evidence Gathering Opportunities
- WRB38A.4 Organise Assessment
- WRB38A.5 Gather Evidence
- WRB38A.6 Make the Assessment Decision
- WRB38A.7 Record Assessment Results
- WRB38A.8 Provide Feedback on Person(s) Being Assessed
- WRB38A.9 Report on the Conduct of the Assessment

## SECTION 2: SUMMARY OF UNITS AND ELEMENTS

### UNIT WRB39A

#### REVIEW AND PROMOTE TRAINING

*Elements of Competency*

- WRB39A.1 Evaluate Training
- WRB39A.2 Record Training Data
- WRB39A.3 Report on Training
- WRB39A.4 Promote Training

### UNIT WRB40A

#### PROVIDE A SAFE WORKING ENVIRONMENT

*Elements of Competency*

- WRB40A.1 Develop Policies to Establish and Maintain a Safe Working Environment
- WRB40A.2 Consult with Staff
- WRB40A.3 Establish and Maintain a Safe Working Environment
- WRB40A.4 Assess Risks
- WRB40A.5 Control Risks
- WRB40A.6 Establish and Maintain Policies to Deal with Hazardous Events
- WRB40A.7 Organise Staff Training
- WRB40A.8 Establish and Maintain Record System
- WRB40A.9 Evaluate Policies and Procedures

### UNIT BSX001/A

#### EVALUATE A BUSINESS OPPORTUNITY

*Elements of Competency*

- BSX001/A.1 Clarify Personal Expectations, Values, Skills and Experience
- BSX001/A.2 Identify a Business Opportunity
- BSX001/A.3 Investigate the Business Opportunity
- BSX001/A.4 Determine Nature of Products/Services to be Provided
- BSX001/A.5 Establish Market Needs for the Product/Service

### UNIT BSX002/A

#### COMPLETE A BUSINESS PLAN

*Elements of Competency*

- BSX002/A.1 Specify Business Goals and Objectives
- BSX002/A.2 Identify Need for Specialist Services
- BSX002/A.3 Formulate a Business Plan
- BSX002/A.4 Apply a Business Plan

### UNIT BSX003/A

#### ADDRESS LEGAL AND ADMINISTRATIVE REQUIREMENTS

*Elements of Competency*

- BSX003/A.1 Establish Legal Structure of Business
- BSX003/A.2 Comply with Statutory and Regulatory Requirements
- BSX003/A.3 Establish Rights to Products/Services
- BSX003/A.4 Secure Rights to Products and Services

## SECTION 2: SUMMARY OF UNITS AND ELEMENTS

### UNIT BSX004/A

#### ADDRESS CLIENT REQUIREMENTS

*Elements of Competency*

- BSX004/A.1 Establish Client Requirements
- BSX004/A.2 Develop Marketing Strategies
- BSX004/A.3 Implement Marketing Strategies
- BSX004/A.4 Monitor Marketing Performance
- BSX004/A.5 Explore Opportunities to Improve Client Satisfaction

### UNIT BSX005/A

#### MANAGE BUSINESS OPERATIONS

*Elements of Competency*

- BSX005/A.1 Develop Operational Strategies
- BSX005/A.2 Implement Operational Strategies
- BSX005/A.3 Monitor Operational Performance
- BSX005/A.4 Explore Opportunities to Improve Performance

### UNIT BSX006/A

#### MANAGE SELF AND STAFF

*Elements of Competency*

- BSX006/A.1 Develop Human Resource Strategies
- BSX006/A.2 Implement Human Resource Strategies
- BSX006/A.3 Monitor Performance of Self and Staff
- BSX006/A.4 Explore Opportunities to Improve Performance of Self and Staff

### UNIT BSX007/A

#### MANAGE FINANCES

*Elements of Competency*

- BSX007/A.1 Translate Financial Plan Into Strategies
- BSX007/A.2 Implement Financial Strategies
- BSX007/A.3 Monitor Financial Performance
- BSX007/A.4 Explore Opportunities to Improve Financial Performance

### UNIT BSX008/A

#### REVIEW BUSINESS

*Elements of Competency*

- BSX008/A.1 Review External Environment
- BSX008/A.2 Review Internal Environment
- BSX008/A.3 Re-focus the Business
- BSX008/A.4 Maintain Networks

## SECTION 3: CONTRIBUTORS

### Members of the National Retail and Wholesale Industry Training Council

#### Joint Chair and Directors

Mr Ian Blandthorn National Assistant Secretary, Shop Distributive and Allied Employees Association  
Mr Bill Healy Executive Director, Australian Retailers Association

#### Directors

Mr Bruce Bevan Executive Director Australian Supermarkets Institute  
Ms Deanne Bevan Employee Relations Manager Mc Donald's Australia  
Mr Michael O'Sullivan National Executive President, Australian Services Union  
Mr Graham Parnell Chief Executive National Association. of Retail Grocers of Australia  
Ms Rosanne Anderson Chairperson, Tasmanian Retail ITC  
Mr Graham Bridge Director Industrial Relations and Training, Pharmacy Guild of Australia  
Mr Richard Brooks Executive Director Hardware Federation of Australia  
Mr Wayne Gannon Executive Director Hair and Beauty Industry Association  
Ms Masele Siatu'u General Manager Training and Development Coles Myer Limited  
(Retail Services Division).  
Ms Jenny Mowatt National Training and Development Manager, Woolworths Supermarkets

#### National Industry Reference Group

Mr Ian Blandthorn(Chair) National Assistant Secretary, Shop Distributive and Allied Employees Association  
Ms Jenny Whiffen Executive Director, National Retail and Wholesale I.T.C.  
Mr Bill Healy Executive Director, Australian Retailers Association  
Ms Carolyn Jacobs Australian Federation of Aestheticians and Beauty Therapists  
Ms Sharon Jedrasiak Australian Professional Fingernail Association  
Ms Suzette Barlin Australian Professional Aestheticians  
Ms Di Ane Advanced Association of Beauty Therapists  
Mr Bill Peacock Hairdressing & Beauty Council of Australia  
Ms Barbara Hawkins Joint Project Manager  
Mr Brett Parker Joint Project Manager

#### Standards Development Project Team – Victoria University of Technology, Victoria (formerly Western Melbourne Institute of TAFE)

Ms Carol Dickman Lead Consultant  
Ms Dawn Howard Project Officer

**Printing** The Printing and Publications Unit  
Victoria University of Technology, Victoria

#### Acknowledgements

Ms Debbie May Executive Director, NSW Retail and Wholesale ITC  
Mr Greg Fitzpatrick Executive Director, SA Retail ITC  
Mr Ashley Ward Executive Officer, Retail and Wholesale ITAB (QLD.) Inc  
Ms Barbara Hawkins Executive Director, Wholesale Retail & Personal Services ITB, VIC  
Ms Norma Roberts Executive Director, WA Retail Wholesale & Assoc. Service Ind. Emp. & Training.  
Mr Craig O'Halloran Executive Director, Northern Territory Retail ITC.  
Ms Amal Provan Executive Director, Tasmanian Retail ITC  
Ms Jeanette James Executive Director, Wholesale Retail & Personal Services, ACT.  
Mr. Gerald Crawford Executive Director, Wholesale Retail & Personal Services, ACT.

## SECTION 3: CONTRIBUTORS

*The following people contributed to Focus Groups*

Focus group participants were nominated by:

The Advanced Association of Beauty Therapists (AABTh)

The Australasian Federation of Aestheticians and Beauty Therapists (AFABT)

The Australian Professional Aestheticians Association (APAA)

The Australian Professional Fingernail Association (APFA)

The Hairdressing & Beauty Council of Australia (HBCA)

WRAPS ITB in each state

Some participants were also members of the International Federation of Aromatherapists (IFA)

### 1<sup>st</sup> Round Focus Groups

#### Australian Capital Territory – 17 September, 1996

Ms Julie Van Acker AABTh	Ms Donna Tooth Donna's Secrets to Beauty AABTh	Ms Cathy Dorham Natural Beauty Centre AABTh	Ms June O'Connor Grace Brothers ACT ACT WRAPS
Ms Ondina Gregoric Ondina's AFABT	Ms Margot Ridley Absolutely Beautiful AFABT	Ms Adriana Nattaerer Ecksteing Australia AFABT	Ms Marion Adair Rest & Relaxation Beauty Therapy ACT
Ms Katrina Richards House of Nails APFA	Ms Carmel Searle APFA	Ms Beverly Miller Che for Nails APFA	Ms Gay Le Conte David Jones CCA
Ms Lisa Noldin APFA	Ms Kerry Trainer Modern Skin Care Centre CCA		

#### New South Wales – 3 September, 1996

Ms Leonie Roxby Essential Therapy AFABT	Ms Deborah Fisher APAA	Ms Robyn Keys-Smith APAA	Ms Nicola Hanson DH & Beauty Centre APFA
Ms Kati Evans APAA	Ms Noreen Colonelli Professional Electrolysis Centre APAA	Bill McKendrick International Beauty Supplies APFA	Ms Lee Eason APFA
Ms Sandra Hanson DH & Beauty Centres APFA	Mr Carl Anderson The Nail Zoo APFA	Ms Lori Evans DH & Beauty Centre APFA	Ms Therese Adams-Dean CCA
Ms Janet Manley CCA	Mr Andrew Geekie CCA	Ms Sharlene Roberts Guerlain Counter – David Jones	Ms Cynthia Merrett Madame Korner
Ms Maria Taormina Ella Bache	Ms Lisa Spearman Clarins Institute – David Jones	Ms Maureen Dines Nutremedics International	

## SECTION 3: CONTRIBUTORS

### Northern Territory – 25 September, 1996

Ms Colleen Brennan Colleen's Lasting Impressions	Ms Nathalie Hernandez Essence of Beauty	Steny Kyriacou Steny's Beauty Salon	Ms Natalie Newman-Martin Bronwyn's Hair Design & Beauty Therapy
Ms Jane Rich Hibiscus Health & Beauty Centre	Ms Janeen Bridge Culleen Bay Day Spa	Ms Natalie Cook Essence of Beauty	Ms Carrie Grootjans Friends Hair & Beauty Salon
Ms Lorraine Wilmhurst Top to Toe	Ms Margaret Frankenfeld Mona's Nail	Ms Melissa Rowe Hibiscus Health & Beauty Centre	Mr Vittoria Carriera Hibiscus Health & Beauty Centre
Ms Barbara Conroy Matthews Hibiscus Health & Beauty Centre	Ms Bronwyn Hudson Bronwyn's Hair Design & Beauty Therapy	Ms Jenny Shergold	Ms Karen Health Bronwyn's Hair Design & Beauty Therapy
Ms Di Kelly Kalkara Beauty Therapy Studio			

### Queensland – 4 September, 1996

Ms Jan Morgan AABTh	Ms Isabel Tatneell AABTh	Ms Deanne Glazebrook AABTh	Ms Jan North Beauty Secret Skincare AFABT
Ms Evelyn Currie AABTh	Ms Melissa Neilsen AABTh	Ms Annie Queale Face 2000 AFABT	Ms Vivienne Richardson Decleor (Australia) Pty Ltd APAA
Ms Kim Lohmann Vivente AFABT	Ms Ida Kocsis AFABT	Ms Elizabeth Sinclair Beau Visage AFABT	Ms Deby Atterby APAA
Ms Donna Campbell AAPA	Ms Sharon Jedrasiak Shazars APFA	Ms Ruth McAndrew APFA	Ms Gaille Last Beauty Therapy
Ms Nancy Rosewall Girlltalk Hair, Nails & Beauty APFA	Ms Doreen Campbell Complete Nail Image APFA	Mr Stephan Goodwin P & R's Nail Care APFA	Ms Maria Manis In Toto
Ms Helen Lipp Body Beautiful CCA	Ms Lydia Jordane Lycon Cosmetics CCA	Ms Glenda Sharry Beaute Internationale CCA	Ms Thea Soons Aesthetics Beauty Therapy
Ms Patricia Birmingham Epilette Cosmetics	Ms Eva Brown Permanent Beauty		

## SECTION 3: CONTRIBUTORS

### South Australia – 10 September, 1996

---

Ms Jane Conlan AABTh	Ms Gloria Lloyd AABTh	Ms Helen Bairstow Skin Reflections AABTh	Ms Sue Savage Beauty Connections
Ms Anna Fusco AABTh	Ms Anne Beeching AABTh	Ms Doreen Kosak AABTh	Ms Natalie Welling
Ms Paula Darwin AFABT	Ms Jan Smith AFABT	Ms Katrina Dion Hilton International APAA	Ms Tammy Mallyon CCA
Ms Kerry James APAA	Mr Wes Pawlowski Beautiful Nail & Beauty APFA	Ms Jackie Chapman APFA	Ms Nicolla Clarke Nails Too APFA
Ms Mary Jones Absolute Nails APFA			

### Tasmania – 16 September, 1996

---

Ms Glenda Hill The Beauty Gallery AABTh	Ms Sona Cooper Papillon Health & Beauty Centre AABTh	Ms Christine Woodberry AABTh	Ms Margaret Bowden Reflections on the Park Health & Beauty Salon
Ms Hilary Wise AFABT	Ms Ann MacLennan Beauty Studio of Ulverstone APAA	Ms Gaye Green Tasmanian Beauty Supplies APAA	Ms Gayle Hennessy Eastern Shore Skin Care Centre
Ms Julia Tyler Bodacious Nail & Beauty Supplies APFA	Ms Effie Tsopulos Papillon Health & Beauty Centre CCA		

## SECTION 3: CONTRIBUTORS

### Victoria – 11 September, 1996

Ms Angela Anderson AABTh	Ms Sue Ford Decadence Skin & Body Therapy AABTh	Ms Anna Nicola AABTh	Ms Sandy Sharp APAA
Ms Christine Cadariu Le Beau Visage AFABT	Ms Lidia Ranalli AFABT	Ms Maria Campbell Recreation Beauty Centre	Ms Joy Kingston Finer Figure APAA
Ms Tracey Robinson AFABT	Ms Diana Vidotto Visagiste AFABT	Ms Sally Wilson AFABT	Ms Donna-Michelle Ansems APAA
Mr Bob Skraba Hair & Essential Beauty Aust P/L APAA	Ms Tricia Rawley Advance Skin Technology APAA	Ms Beth Merkus APFA	Mr John Hall-Kenny Vanity Fitness & Beauty Therapy
Mr Spiro Depis APFA	Ms Toni De Carlo A Show of Hands APFA	Ms Tanya Clarke APFA	Ms Marie Schultze Salon of Beauty
Ms Cass Kynoch Verve Beauty Therapy HBCA	Ms Lillian Giatris Beauty Science P/L HBCA	Ms Judith La Broque Sunbury Skin Therapy HBCA	Ms Myrna Susan Meticulous Beauty Services

### Western Australia – 23 September, 1996

Ms Elizabeth Hogerdyk Elizabeth Scientific Beauty AABTh	Ms Monica Blackman Monica's Electrolysis & Beauty Centre AFABT	Ms Elly Rigg APAA	Ms Joy Rankin Joy of Beauty AABTh
Ms Sally Starling The Beauty Studio APAA	Ms Sharyle Czechowski Changez Hair & Nail Design APFA	Mr Matthew Bolland Nails Unlimited APFA	Ms Samantha Terriaca Chez Nous Beauty Clinic
Ms Sharon Fowler Nail Affair APAA	Ms Alison Shores Nail Affair APFA	Ms Margot Martin Boulevard Skin & Beauty Centre	Ms Gabrielle Smith
Ms Kaylene Cousins Kaylene's Ella Bache Salon	Ms Jo-Anne Tomassone The Oxford Beauty Clinic	Ms Rhonda Machie Skin & Tonic	Ms Marie De Cinque AABTh



## SECTION 3: CONTRIBUTORS

### 2<sup>nd</sup> Round Focus Group

#### Australian Capital Territory – 2 April, 1997

Dallys Baker Pharmacy Guild of Australia	Ms Suza Deleva Elleebana School of Beauty	Ms Ondina Gregoric Ondina's AFABT	Ms Kerry Trainer Modern Skin Care Centre CCA
Ms Janette James ACT WRAPS	Mr Andre Kaye Public & Environment Health Service	Ms Christine McGibbon Elleebana Total Beauty Centre APAA/AABTh	Ms Sara Szyphia Elleebana School of Beauty
Ms Beverly Miller Che for Nails APFA	Ms Andriana Nattearer Eckstein Australia	Ms Margot Ridley Absolutely Beautiful AFABT	Ms Gloria Schiller Complete Retreat
Mr Christopher Roberts International Beauty Training College			

#### New South Wales – 2 April, 1997

Ms Maree Alexander Nail Lady APFA	Mr Jamie Carroll James Carroll Salon	Ms Christine Cooke Livia Beauty Centre	Ms Sandra Cotsios The Gre College
Ms Shirley Dungate TAFE NSW	Ms Dawn Edward The Sanctuary College of Beauty Therapy	Ms Irma Gol Advanced School of Beauty Therapy IFA	Mr Karl Gol Advanced School of Beauty Therapy IFA
Ms Sandra Hanson DH & Beauty Centres APFA	Ms Melissa Coate Janet Skin Care & Beauty Clinic	Mary Kay AABTh	Ms Michael Linch The University of Newcastle
Mr John MacNaughton NSW ITB	Ms Debbie May NSW ITC	Mr Bill McKendrick APFA	Ms Cynthia Merrett Madame Korner
Ms Linda Murdaugh AABTh	Ms Jan Pawley Hallas Trading Co	Ms Jan Milgate	Ms Deborah Scicluna BLC Cosmetics Pty Ltd
Ms Shirley Strickland About Face Academy of Beauty	Ms Lea Dewis-Lesiuk APAA	Ms Maureen Houssein- Mustafa The Australasian College of Nail Technology	Mr Peter Hanson DH & N Beauty Centres
Ms Neena Tester Business & Retail Skills Centre			

## SECTION 3: CONTRIBUTORS

### Northern Territory – 6 April, 1997

---

Ms Caroline Arney Natural Beauty	Ms Jenny Shergold Colleen's Lasting Impressions	Ms Barbara Conroy-Matthews Hibiscus Health & Beauty Centre	Ms Carrie Grootjans Friends Hair & Beauty Salon
Ms Karen Health Bronwyn's Hair Design & Beauty Therapy	Ms Bronwyn Hudson Bronwyn's Hair Design & Beauty Therapy	Steny Kyriacou Steny's Beauty Salon	Ms Judith McCullough Essence of Beauty
Ms Jan Muller NT University	Mr Craig O'Halloran		

### Queensland – 3 April, 1997

---

Ms Carolyn Allen Gold Coast Institute of TAFE	Ms Di Ane Verona Therapy & Beauty Academy	Ms Trisha Birmingham Epilette Cosmetics	Ms Marina Capitelli Brisbane Beauty Centre
Ms Stefania Capitelli Brisbane Beauty Centre	Ms Patricia Cook	Ms Sue Freeborn College of Natural Therapy	Ms Deanne Glazebrook AABTh
Ms Margaret Gray Southbank Institute of TAFE	Ms Anne Johnston College of Natural Beauty	Ms Gaille Last Beauty Therapy	Ms Joan Lawman Joan Lawman's School of Beauty
Ms Helen Lipp Body Beautiful Beauty Therapy Clinic CCA	Ms Kim Lohmann Vivente	Ms Ruth McAndrew Nails R Us APFA	Ms Deidre McCart Beauty Skills Academy
Ms Janice Morgan AABTh	Ms Jan North Beauty Secret Skincare AFABT	Ms Lidia Ranalli AFABT	Ms Kirsi Sade Beauty Skills Training Academy
Ms Lexie Short Franklin International APFA	Ms Isabel Tatnell Cidesco Australia AABTh	Ms Tina Viney APAA	Ms Debra Purtell Debra Nailcare APFA
Ms Therese Wilson IFA	Ms Frances Steer ACNM	Ms Allannah Haylak ACNM	Ms Kay Allars Amarna College
Ms Sarina Huddy TAFE	Ms Sandra Collitt	Ms Everlyn Currie AABTh	

## SECTION 3: CONTRIBUTORS

### South Australia – 7 April, 1997

Ms Jacquie Hines Torrens Valley Institute	Ms Grace Maiorano Torrens Valley Institute	Ms Sharon Gusscott Torrens Valley Institute	Ms Helen Bairstow Skin Reflections AABTh
Marie Beardsley Marie Beardsley College of Beauty Specialists	Ms Denise Creswell Beauty by Denise	Mr Karl Felton Adelaide College of Aromatherapy	Ms Francine Hodgins Advanced Nail Academy
Ms Liz Huxley Chiggy's of Hyde Park	Ms Jill Keough AABTH	Dorren Kosak AABTH	Heather Langton Heather Langton College of Beauty
Tina Longin Adelaide Institute of TAFE	Tammy Mallyon CCA	Sue Gillispie Hair & Beauty Industry Association	Rachelle Martini
Dianne Miles Hyde Park College of Skin & Body Therapy	Kathy Nerris Para Institute of TAFE, Advanced Academy of Hair & Beauty	Wes Paawlowwski Beautiful Nails & Beauty	Kathy Quinn Peacock Academy of Makeup
Rita Roberts National Pharmacies	Sue Savage Beauty Connections	Pam Wright Adelaide Institute of TAFE	Carolyn Puce Adelaide Institute of TAFE
Bill Peacock Peacock Academy of Hair	Eleonar Borgnetto Beauty Secrets		

### Tasmania – 9 April, 1997

Christine Christian Papillon Health & Beauty Centre	Sue Dart Hobart Institute of TAFE	Dimitra Saranticos Papillon Health & Beauty Centre	Kevin Donovan Hobart Institute of TAFE
Lizette Haanson Papillon Health & Beauty Centre	Kim Foss Launceston Institute of TAFE	Shirley Martin Tasmanian Beauty Academy	Annette Park Hobart Institute of TAFE
Karolyne Reynolds Madame Korner Beauty Therapy College	Mindy Stockes Tasmania Nail Academy	Hilary Wise AFABT	Glen Murray Papillon Health & Beauty Centre

## SECTION 3: CONTRIBUTORS

### Victoria – 31 March, 1997

---

Barbara Barker Peninsula Institute of TAFE	Christina Cadaariu Le Beau Visage	Wendy Clarke Peninsula Institute of TAFE	Tina Czech Victoria Paramedical Skin & Body Therapy
Heather Dixon The School of Mines & n Industries Ballarat	Rosemary Dunne AFABT	June Harell Natural Skin Car College	Caroline Jacobs Recreation Beauty Therapy
Anna Green Box Hill Institute of TAFE	Leanne Jenkins Casey Institute of TAFE	Katrina Lane Ella Bache Training Centre	Yvonne Leeman NSI
Beth Merkus APFA	Rosa Montella Thalgo Cosmetics, Victoria & Tasmania	Judith La Broque Sunbury Skin Therapy	Marie Schultz Salon of Beauty
Maria Campbell Recreation Beauty Therapy	Denis Joyner Cosmetician Studio College of Beauty Therapy	Amanda Fielding Cosmetician Studio College of Beauty Therapy	Sue Ford Decadence Skin & Body Therapy
Eunice Walters Esthetics Victoria	Sandy Sharp		

### Western Australia – 8 April, 1997

---

Trevor Bennett CMC Mount Lawley Campus	Monica Blackman Monica Electrolysis & Beauty Centre	Deb Buswell Thalgo Cosmetic Skin Logic	Suzie Craddock International College of Beauty Therapy
Jana Massaaryk International College of Beauty Therapy	Julie Manning International College of Beauty Therapy	Ian Goodwin Australian College of Natural Health Science	Juliana Green AABTH
Keturah Hoffman Keturah Cosmetics Salon	Reggie Mandofia AABTH	Margot Martin Boulevard Skin & Beauty Centre	Chris Mitchell Australian Beauty Association
Andrea Quintel CMC Mount Lawley Campus	Elly Rigg APAA	Sara Jane Roberts Jeanne Cooper College of Beauty Therapy	Sally Starling The Beauty Studio
Beverly Stone Perth College of Beauty Therapy	Maureen Gallop	Georgina Chatfield The Elegant Touch Beauty Salon	Maggie Schmieedte Australian Nail Academy
Thea Burnett The Aromatherapy Centre	Csilla Covil IFA	Eddie Stone Perth College of Beauty Therapy	Lorna Woods WA Institute of Beauty Therapy

---

## SECTION 3: CONTRIBUTORS

### 3<sup>rd</sup> Round Focus Group

#### Australian Capital Territory – 9 March, 1998

B. Klima Headquarters	Rowan Bergin	M. Kennedy Essential Skin Care	Chris & Stephanie Roberts International Beauty Training College
Christine McGibbon Elleebalia School of Beauty Therapy	Gloria Schiller Complete Retreat	Katrina Evers House of Nails	Kerrie Trainor Modern Skin Care Centre
Ondina Greogoric Ondina's	Adriana Nattaerer Ecksteing Australia		

#### New South Wales – 10 March, 1998

Imar Gol Advanced School of Beauty Therapy	Karl Gol Advanced School of Beauty Therapy	Christine Cooke AABTH	Shirley Dungate Sydney Institute of TAFE
Narelle Blinman CIDESCO Schools Australia	Bill McKendrick International Beauty Supplies	Terry Everitt Clinical Esthetics – Dorma Results	Mary Kay AABTH
Cynthia Merrett Madame Korner	Frank Loki Madame Korner	Victoria Selas Jaimie Carroll Salon	Eva Hamilton Ella Bache
Maureen Houssein Mustafa The Australasian College of Nail Technology	Lea Davis Lesiuk The Australasian College of Nail Technology	Mareen Alexander The Nail Lady	Maureen Worrall Maureen Nail Bar
Shirley Strickland About Face	Andrew & Janet Geekie Janet Beauty Salon/Sydney Cosmetic Tattooing	Linda Murdaugh AABTH	S. Hanson DHN Hair, Beauty Nails
Noreen Colonelli Professional Electrolysis Centre	Nicola Hanson DHN Hair, Beauty Nails		

#### Northern Territory – 16 March, 1998

Jules Healy Bardens Pharmacies	Lorraine Wilmshurst Top to Toe Beauty Salon	Karina Middleton Top to Toe Beauty Salon	Nathalie Hernandez Essence of Beauty
Judith McColough Essence of Beauty	Steny Kyriacou Stenies Beauty Salon	Wendi Masters NTETA	Debbie Bell Complexions

## SECTION 3: CONTRIBUTORS

### Queensland – 23 March, 1998

Lidia Ranalli AFABT	Annie Quede Face 2000	Cheryl Keller	Sharon Jedrasiak Shazers
Debra Purtell Debra Nail Care	Chris Lucas	Ruth McAndrew APFA	Karl Zimmerman
Lexie Short Franklin International	Jan North Beauty Secret Skincare	Jacinta Ash	Isobel Tatnell AABTH
Kay Allars Amarna College	Carolyn Allen	Gaille Last Gaille Lasy Beauty Therapy	Bette Jansen
Maria Bach Deanne Glazebrook AABTH	Tina Viney Sue Freeman	Suzette Barlin Patricia Cook	Di Ane Karen Thompson
Pamela Bourke Shirley Martin	Denita Henry Lorraine Collins	Caroline Wallace Jodie Collins	Glenda Hill Patricia Bermingham Epilette Cosmetics

### South Australia – 31 March, 1998

Doreen B Kosak AABTH	Dianne J Miles Hyde Park College of Skin & Body	Ann Beeching AABTH	Betty Illman
Sue Savage Beauty Connections	Denise Cresswell Beauty by Denise	Tammy Mallyon CCA	Sue Gillespie Hairdressing & Beauty Association
Allan Riggs	Lyn Russell Regency Institute	Joe Beardsley	Marie Beardsley Marie Beardsley College Of Beauty Specialists
Pam Wright Adelaide Institute of TAFE	Heather Langton Heather Langton College of Beauty	Kathy Quinn Peacock Academy of Makeup	Ann Doody
Rita Roberts National Pharmacies	Francine Hodgins Advanced Nail Academy		

## SECTION 3: CONTRIBUTORS

### Tasmania – 24 March, 1998

---

Dimitra Papillon Health & Beauty Centre	Christine Christian Papillon Health & Beauty Centre	Shirley Martin Tasmanian Beauty Academy – Skin & Beauty	Karen Thompson Nouveau Visage Novetel
Glenda Hill The Beauty Gallery`	Lorraine Collins Madame Korner Beauty Therapy	Gaye Green Tasmanian Beauty Supplies	Hilary Wise
Margaret Bowden Reflections on the Park Health & Beauty	Caroline Wallace Bay Beauty Clinic	Pamela Bourke Fleurimon Salon	Phillis Tsiakis The Beauty Gallery
Carolyn Renolds Spring Bay Beauty	Jodie Collins Madame Korner Beauty Therapy	Denita Harris Tasmanian Beauty Supplies	Lizette Papillon Health & Beauty Centre
Sue Dart Hobart Institute of TAFE	Lynette Brennan Hobart Institute of TAFE		

### Western Australia – 30 March, 1998

---

Lorna Woods WA Institute of Beauty Therapy	Juliana Green	Beverly Stone	Sara Jane Roberts Jeanne Cooper College of Beauty Therapy
Maggie Schmiedte Australian Nail Academy	Sally Starling The Beauty Studio	Trevor Bennett	Chris Mitchell Australian Beauty Association
Lorraine Satterthwaite	Yvonne Valen	Maureen Gallop	Elizabeth Hogerdyle
Margot Martin Boulevard Skin & Beauty Centre			

## SECTION 3: CONTRIBUTORS

### Victoria – 1 April, 1998

---

Christina Cadariu Le Beau Visage	Lillian Giatri Beauty Science	Anna Green Box Hill Institute of TAFE	Cass Kynoch Verve Beauty Therapy
Lorraine McCaffrey Casey Institute of TAFE	Lina Robinson Box Hill Institute of TAFE	Kathy Whye Western Melbourne Institute of TAFE	Sandra Campitelli Hairdressing & Beauty Industry Association
Cheryl Nye	Lynette Collard	Rosemary Dunne Esthetics Victoria	Sue Ford Decadence Skin & Body Therapy
Yvonne Leeman NSI	Rohan Widdison Helene Abicare College of Beauty	Michelle Givoni Victoria College of Beauty	Madame Verna Greene Melbourne College of Hair & Beauty
Myrna Montague Esthetics Victoria	Barbara Sharpe	Eunice Walters Esthetics Victoria	Donna French
Cynthia Merrett	Marie Schultze Salon of Beauty	Karin Zafir Western Melbourne Institute of TAFE	

Additionally approximately 300 draft copies of the Competency Standards accompanied by a questionnaire were circulated to industry representatives for comment.

Comments were also sought from:

- Workplace Trainer Assessors
- Worksafe Australia

Responses have been received from both bodies.

A final draft of these Competency Standards has also been circulated to:

- The Advanced Association of Beauty Therapists
- The Australasian Federation of Aestheticians & Beauty Therapists
- The Hairdressing & Beauty Council of Australia
- The Australian Professional Aestheticians Association
- The Australian Professional Fingernail Association
- The International Federation of Aromatherapists



## SECTION 4: COMPARISON WITH OTHER ENDORSED STANDARDS

Literature search and mapping of existing beauty documents

- A dot indicates that there is some commonality between other existing documents.

National Beauty Competency Standards Units	Internationally Endorsed Standards		Australian Endorsed Standards						Industry Endorsed Standards		
	NVQ UK	NZ	Retail	Small Business	Hair dress	Work Place train	Work Place Assess	Work Safe Aust.	CIDE SCO	NSW	AABTH
<b>Unit WRB01A</b> Communicate With Clients	•	•	•		•				•	•	•
<b>Unit WRB02A</b> Work Effectively In a Salon/Store Environment	•	•	•		•						
<b>Unit WRB03A</b> Apply Safe Working Practices	•		•		•			•	•	•	•
<b>Unit WRB04A</b> Perform Salon/Store Cleaning Duties	•	•	•		•				•	•	•
<b>Unit WRB05A</b> Merchandise Beauty Products	•		•								
<b>Unit WRB06A</b> Sell Beauty Products	•		•		•						
<b>Unit WRB07A</b> Conduct Financial Transactions	•		•		•				•	•	•
<b>Unit WRB08A</b> Provide Service To Clients	•	•	•		•				•	•	•
<b>Unit WRB09A</b> Perform Stock Control Procedures			•								
<b>Unit WRB10A</b> Minimise Theft			•								
<b>Unit WRB11A</b> Operate Retail Equipment			•								
<b>Unit WRB12A</b> Demonstrate Retail Skin Care Products											
<b>Unit WRB13A</b> Advise On Beauty Services											
<b>Unit WRB14A</b> Pierce Ears	•				•						
<b>Unit WRB15A</b> Provide Lash and Brow Treatments	•	•			•				•	•	•
<b>Unit WRB16A</b> Provide Temporary Epilation And Bleaching Treatments	•	•			•				•	•	•
<b>Unit WRB17A</b> Provide Manicare And Pedicare Service	•	•			•				•	•	•
<b>Unit WRB18A</b> Apply Nail Enhancement	•	•								•	•
<b>Unit WRB19A</b> Use Electrical Equipment For Nails											
<b>Unit WRB20A</b> Apply Nail Art										•	•
<b>Unit WRB21A</b> Design And Apply Make Up	•	•							•	•	•
<b>Unit WRB22A</b> Design And Apply Make Up For Photography											
<b>Unit WRB23A</b> Design And Apply Remedial Camouflage	•	•							•		•

## SECTION 4: COMPARISON WITH OTHER ENDORSED STANDARDS

Literature search and mapping of existing beauty documents

- A dot indicates that there is some commonality between other existing documents.

National Beauty Competency Standards Units	Internationally Endorsed Standards		Australian Endorsed Standards						Industry Endorsed Standards		
	NVQ UK	NZ	Retail	Small Business	Hair dress	Work Place train	Work Place Assess	Work Safe Aust.	CIDE SCO	NSW	AABT H
<b>Unit WRB24A</b> Assess Client's Treatment needs	•								•	•	•
<b>Unit WRB25A</b> Provide Facial Treatments	•	•							•	•	•
<b>Unit WRB26A</b> Provide Advanced Facial Treatments											
<b>Unit WRB27A</b> Provide Body Treatments	•	•							•	•	•
<b>Unit WRB28A</b> Provide Aromatic Aesthetic Treatments	•	•								•	•
<b>Unit WRB29A</b> Provide Permanent Epilation	•	•								•	•
<b>Unit WRB30A</b> Perform Diathermy Service	•										
<b>Unit WRB31A</b> Design And Perform Cosmetic Tattooing/Micropigmentation Procedures	•										•
<b>Unit WRB32A</b> Co-Ordinate Work Teams			•		•						
<b>Unit WRB33A</b> Maintain Employee Relations			•		•						
<b>Unit WRB34A</b> Investigate New Beauty Products and Services			•								
<b>Unit WRB35A</b> Implement Training			•		•		•				
<b>Unit WRB36A</b> Prepare for Training							•				
<b>Unit WRB37A</b> Deliver Training							•				
<b>Unit WRB38A</b> Assess Workplace Competencies			•		•		•				
<b>Unit WRB39A</b> Review And Promote Training							•				
<b>Unit WRB40A</b> Provide A Safe Working Environment			•		•			•			
<b>Unit BSX001/A</b> Evaluate A Business Opportunity			•	•	•					•	•
<b>Unit BSX002/A</b> Complete A Business Plan			•	•	•						
<b>Unit BSX003/A</b> Address legal And Administrative Requirements			•	•	•					•	•

## SECTION 4: COMPARISON WITH OTHER ENDORSED STANDARDS

Literature search and mapping of existing beauty documents

- A dot indicates that there is some commonality between other existing documents.

National Beauty Competency Standards Units	Internationally Endorsed Standards		Australian Endorsed Standards						Industry Endorsed Standards		
	NVQ UK	NZ	Retail	Small Business	Hair dress	Work Place train	Work Place Assess	Work Safe Aust.	CIDE SCO	NSW	AABT H
Unit BSX004/A Address Client Requirements			•	•	•						
Unit BSX005/A Manage Business Operations			•	•	•					•	•
Unit BSX006/A Manage Self and Staff			•	•	•					•	•
Unit BSX007/A Manage Finances			•	•	•						
Unit BSX008/A Review Business			•	•	•						

## **PART B**

### **QUALIFICATIONS**



# CONTENTS

	<b>Page No</b>
1.0 Introduction to the Training Package	2
2.0 Packaging of the Standards	4
2.1 Purpose of the Standards	4
2.2 Format and Structure of the Standards	5
2.3 The Beauty Industry Standards Model	7
2.4 Summary of Units of Competency	8
3.0 Alignment to the Australian Qualifications Framework	10
3.1 Australian Qualifications Framework	10
3.2 The Beauty Qualifications Model	13
4.0 Using the Training Package	19
4.1 Adaptation of the Training Package	19
4.2 Flexibility of Delivery of the Training Package	20
4.3 Incorporating Key Competencies	21

## SECTION 1: INTRODUCTION TO THE TRAINING PACKAGE

The National Beauty Training Package (NBTP) is a component of the National Beauty Training System (NBTS). Key features of the system are that it is:

- Industry driven**  
It has been developed by the beauty industry for the beauty industry.
- Competency based**  
To be successful, employers and employees need to have a wide range of skills. These skills have been defined by the beauty industry and are set out in the National Beauty Competency Standards.
- Adaptable**  
The NBTS has been purpose designed to be adaptable, so that there is scope to tailor what employees need to learn to accommodate the needs of individual businesses, while achieving nationally consistent training outcomes.
- Flexible**  
Employers and employees may choose the training provider, the mode of delivery and how the training happens, either in a Registered Training Organisation or on the job.

Employers and employees benefit from participation in the NBTS

### Employees

- ✓ Gain the skills the beauty industry needs
- ✓ Obtain recognition for their achievement
- ✓ Are productive workers as they learn
- ✓ Get more satisfaction from a professional approach to their work
- ✓ See the links between national qualifications in the (NBTP) and a career in their chosen beauty field.

### Employer

- ✓ Adapt national skills standards to enhance their own “competitive edge”.
- ✓ Increase staff efficiency through training.
- ✓ Retain and “grow” a more talented staff.
- ✓ Create a more positive salon environment.

The National Beauty Training Package has been designed to compliment this system.

## SECTION 1: INTRODUCTION TO THE TRAINING PACKAGE

The NBTS has been designed to incorporate the Training Package, which is an initiative under the *New Apprenticeship System*. Training Packages provide greater accessibility to nationally endorsed industry training.

National consistency of outcomes, and quality assurance within the NBTS are maintained through the **National Beauty Training Package (NBTP)** which consists of three major components:

- National Qualifications
- Assessment Guidelines
- National Beauty Competency Standards

These components are endorsed by the Australian National Training Authority (ANTA) - National Training Framework Committee (NTFC), and establish the criteria and guidelines against which skills are carried out and credentialled nationally.

All material has been developed through a consultative process with the industry in conjunction with the WRAPS Network. Details of those who have contributed are included in the Part A Background to the Competency Standards.



## SECTION 2: PACKAGING OF THE STANDARDS

### 2.1 PURPOSE OF THE STANDARDS

The *National Beauty Competency Standards* are designed to be the foundation for structured, national, portable training that is aligned with the Australian Qualifications Framework (AQF).

These standards provide the basis for effective linkages with existing standards, the realignment of existing curriculum, the development of appropriate new curriculum, recognition of prior learning and the development of new approaches to training delivery and assessment.

The standards may be used as a tool to assist in a number of management and operational areas including:

- The development of training programs
- The delivery of training
- The implementation of assessment
- The development of skills-based position descriptions
- Jobs re-organisation
- Occupational health and safety standards
- Career path development.

These standards have been developed as the result of information provided during a process of extensive consultation with a wide cross-section of the beauty industry across Australia. As such they represent the skills and knowledge identified as current in the industry. They incorporate the views of practitioners regarding those competencies that will be necessary in the foreseeable future.

It is anticipated that an ongoing evaluation and possible fine tuning of the standards will occur.

These standards have been designed to be broad, so that they will prove useful across all sectors of the beauty industry.

## SECTION 2: PACKAGING OF THE STANDARDS

### 2.2 FORMAT AND STRUCTURE OF THE STANDARDS

The National Beauty Competency Standards represent the skills and knowledge identified by the industry as appropriate across the full range of skills required by the Beauty Industry.

This information has been structured in accordance with the format required by the ANTA-National Training Framework Committee as contained in the *Standards Best Practice Manual*.

In order to understand and apply the standards in context, it is important to have a working understanding of the definitions in each part of the Units of Competency, the Australian Qualifications Framework descriptors (Section 3.1.2) and the Key Competency Descriptors and levels (Section 4.3).

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process and embodies the ability to transfer and apply skills and knowledge to new situations and environments. There is a broad concept of competency in that *all* aspects of work performance are included, not just narrow task skills. It encompasses the following requirements:

- To perform tasks (task skills).
- To manage a number of different tasks within the job (task management skills).
- To respond to irregularities and breakdowns in routine (contingency management skills).
- To deal with the responsibilities and expectations of work environment (job/role environment skills), including working with others and interacting with people outside the salon (customer, clients and general public).

In addition to being based on this broad concept of competency, the standards are:

- Related to realistic workplace practices.
- Expressed as outcomes.
- Understandable to employers, employees, supervisors and trainers.

The Competency Standards take into account future directions the industry sees in training and so provide the basis for skill formation now and into the future. The standards capture the ability to apply skills in new situations and changing work organisation, rather than only reflecting the tasks currently performed.

## SECTION 2: PACKAGING OF THE STANDARDS

In the interest of consistency, National Competency Standards need to be expressed in a common format which is described on the following page. The full format comprises a Unit of Competency and its components:

- Elements of competency
- Performance criteria
- Range of variables
- Evidence guide

### **Unit of Competency**

A unit of competency is a discrete component within a standard. It comprises a title, a short description of its purpose and its elements of competency, together with their associated performance criteria. It includes a range of variables and an evidence guide.

### **Unit Title**

The title refers to the defined areas of competency. It is written in output terms and is accurate and concise.

### **Elements of Competency**

Elements of competency are the basic building blocks of the unit of competency and, as such, continue the description of the unit. They describe, in output terms, things that an employee who works in a particular area is able to do. Elements of competency are logical, identifiable and discrete sub-groupings of actions and knowledge that contribute to and build a unit.

### **Performance Criteria**

Performance criteria are statements that specify the level of performance. They set out the required outcomes by which the elements of competency and the unit as whole must be performed, to achieve the level acceptable in employment. They comprise general statements, rather than detailed prescriptions and provide the basis for training development and assessment.

## SECTION 2: PACKAGING OF THE STANDARDS

### Range of Variables

A range of variables statement performs a number of significant functions in the standards system. These include:

- defining the boundaries within which a given unit of competency and its associated performance criteria apply;
- providing a link to knowledge and to task or enterprise specific requirements, such as technical manuals, occupational health and safety legislation, store policies and/or procedures;
- providing a focus, along with performance criteria, for assessment and the development of training programs based on competency standards.

### Evidence Guide

An evidence guide is a part of a unit of competency. Its purpose is to guide assessment of the unit of competency in the workplace and/or training program.

The evidence guide for a unit of a competency needs to refer to the following:

- critical aspects of evidence to be considered \ concurrent assessment and prerequisite relationship of units
- underpinning knowledge
- resource implications
- consistency in performance
- context of assessment
- key competencies

### 2.3 THE BEAUTY INDUSTRY STANDARDS MODEL

The *National Beauty Competency Standards* have been aligned to Levels I to V of the Australian Qualifications Framework, as defined and described in Alignment to the AQF (Section 3).

Additionally, the standards have been mapped against the Key Competencies as designed and described in the Evidence Guides for each unit of competency.

The standards have been structured into qualifications so as to reflect actual employment outcomes in various sectors of the industry.

All levels have been structured to comprise:

- core skill areas, and
- optional specialist skill areas

This approach increases the range of options available.

## SECTION 2: PACKAGING OF THE STANDARDS

### Incorporation of other National Standards

National Competency Standards for:

- Retail
- Hairdressing
- Workplace Trainers
- Competency Standards for Assessment
- National Clerical/Administrative (Private Sector)
- Work Safe Australia Guidelines
- Community Pharmacy Assistants
- National Food Industry, Hygiene and Sanitation
- Floristry

have also been taken into account.

They have been included in these standards either:

- Directly and by references
- OR**
- Indirectly incorporated, without specific reference.

Where any of these standards have conflicted with results obtained via the project consultations, National WRAPS have relied on the project database as the most accurate and up-to-date source of information for these standards.

Where cross industry standards have been adopted, they are those which were endorsed at the time of development of the *National Beauty Competency Standards*.

### 2.4 SUMMARY OF UNITS OF COMPETENCY

WRB01A	Communicate with Clients
WRB02A	Work Effectively in a Salon/Store environment
WRB03A	Apply Safe Working Practices
WRB04A	Perform Salon/Store Cleaning Duties
WRB05A	Merchandise Beauty Products
WRB06A	Sell Beauty Products
WRB07A	Conduct Financial Transactions
WRB08A	Provide Service to Clients
WRB09A	Perform Stock Control Procedures
WRB10A	Minimise Theft
WRB11A	Operate Retail Equipment
WRB12A	Demonstrate Retail Skin Care Products

## SECTION 2: PACKAGING OF THE STANDARDS

### 2.4 SUMMARY OF UNITS OF COMPETENCY (Cont'd)

WRB13A	Advise on Beauty Services
WRB14A	Pierce Ears
WRB15A	Provide Lash and Brow Treatments
WRB16A	Provide Temporary Epilation and Bleaching Treatments
WRB17A	Provide Manicure and Pedicure Service
WRB18A	Apply Nail Enhancement
WRB19A	Use Electrical Equipment for Nails
WRB20A	Apply Nail Art
WRB21A	Design and Apply Make Up
WRB22A	Design and Apply Make Up for Photography
WRB23A	Design and Apply Remedial Camouflage
WRB24A	Assess Client's Treatment Needs
WRB25A	Provide Facial Treatments
WRB26A	Provide Advanced Facial Treatments
WRB27A	Provide Body Treatments
WRB28A	Provide Aromatic Aesthetic Treatments
WRB29A	Provide Permanent Epilation
WRB30A	Perform Diathermy Service
WRB31A	Design and Perform Cosmetic Tattooing/Micropigmentation Procedures
WRB32A	Co-ordinate Work Teams
WRB33A	Maintain Employee Relations
WRB34A	Investigate New Beauty Products and Services
WRB35A	Implement Training
WRB36A	Prepare for Training
WRB37A	Deliver Training
WRB38A	Assess Workplace Competencies
WRB39A	Review and Promote Training
WRB40A	Provide a Safe Working Environment
BSX001/A	Evaluate a Business Opportunity
BSX002/A	Complete a Business Plan
BSX003/A	Address Legal and Administrative Requirements
BSX004/A	Address Client Requirements
BSX005/A	Manage Business Operations
BSX006/A	Manage Self and Staff
BSX007/A	Manage Finances
BSX008/A	Review Business

## SECTION 3: ALIGNMENT TO THE AQF

### 3.1 AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Australian Qualifications Framework (AQF), which was introduced in 1995, provides a national framework for qualifications earned in post-compulsory education and training in Australia.

AQF qualifications in the Vocational Education and Training Sector are based on the achievement of competency levels related to work in a general way and broadly define the skill requirements of work in changing industry and enterprise contexts.

The National Beauty Training Package (NBTP) provides for the achievement of national certificates by aligning the *National Beauty Competency Standards* to the AQF. The *National Beauty Competency Standards* have been categorised into Levels I to V of the AQF so that achievement of all competencies at a given level leads to the appropriate NBTP qualification identified at the corresponding level of the AQF, as follows:

NATIONAL QUALIFICATION CODE	NATIONAL QUALIFICATION TITLE
WRB20199	Certificate II in Nail Technology
WRB20299	Certificate II in Make-Up Artistry
WRB20399	Certificate II in Retail Cosmetic Assistant
WRB30199	Certificate III in Beauty
WRB30299	Certificate III in Nail Technology (Small Business)
WRB40199	Certificate IV in Beauty Therapy
WRB50199	Diploma of Beauty Therapy

By this alignment of NBTP qualifications to the AQF, the competency requirements of work in general are applied directly to the beauty industry. The *National Beauty Competency Standards* are set out in competency levels according to the AQF level descriptors on the following page, to provide consistency and applicability to the standards of performance required within the industry and across industries.

### The NBTP/AQF Qualifications:

- Provide nationally consistent recognition of outcomes achieved in post-compulsory education.
- Assist in developing flexible pathways, which will enable individuals to move more easily between education and training sectors and between those sectors and the labour market through recognition of prior learning processes.
- Assist individuals in seeing the relationships between employment, vocational education and training, lifelong learning and building career paths.
- Will contribute to the continuous improvement of the quality of vocational education and training through industry driven systems which are responsive to and meet the workplace needs of industry.
- Will contribute positively to improving national economic performance by developing a more highly skilled and talented workforce.

### 3.1.2 Australian Qualifications Framework Descriptors

The AQF descriptors differentiate the characteristics of work functions from low to higher levels according to:

- The level of discretion, autonomy and freedom to act, which increases and broadens and the span of activity, which widens
- The contingencies which must be addressed, the complexity of work and the extent of judgements made about the work, which increase and broaden
- The increase in complexity, depth and/or breadth of the knowledge base required to be applied
- The expansion of responsibility and accountability for the outcomes of work and for the work of others, including co-ordination, supervision and management functions.

The following AQF Descriptors outline features that distinguish between the levels of qualifications. These distinguishing features are embedded in the National Beauty Competency Standards and are reflected in workplace performance required in units of competency at a given level.

#### Certificate I

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

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



## SECTION 3: ALIGNMENT TO THE AQF

### Certificate II

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

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

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

### Certificate III

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

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

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

### Certificate IV

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

Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices developed new criteria and procedure for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Application involving responsibility for, and limited organisation of, others.

## SECTION 3: ALIGNMENT TO THE AQF

### Diploma

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

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

Applications involving participation in development of strategic initiatives, as well as personal responsibility and autonomy in performing complex technical operation or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

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

### 3.2 THE BEAUTY QUALIFICATIONS MODEL

The National Beauty Competency Standards have been packaged and aligned to the AQF to achieve the following qualifications:

NATIONAL QUALIFICATION CODE	NATIONAL QUALIFICATION TITLE
WRB20199	Certificate II in Nail Technology
WRB20299	Certificate II in Make-Up Artistry
WRB20399	Certificate II in Retail Cosmetic Assistant
WRB30199	Certificate III in Beauty
WRB30299	Certificate III in Nail Technology (Small Business)
WRB40199	Certificate IV in Beauty Therapy
WRB50199	Diploma of Beauty Therapy

The details of each qualification are outlined in Section 3.2.2.

## SECTION 3: ALIGNMENT TO THE AQF

### 3.2.1 Units of Competency Packaged at More Than One Level

Some units of competency have been identified by the industry as relevant to more than one AQF level. These units are:

WRB01A	Communicate with Clients	AQF Level 1-5
WRB02A	Work Effectively in a Salon/Store environment	AQF Level 1-5
WRB03A	Apply Safe Working Practices	AQF Level 1-5
WRB04A	Perform Salon/Store Cleaning Duties	AQF Level 1-5
WRB05A	Merchandise Beauty Products	AQF Level 2-5
WRB06A	Sell Beauty Products	AQF Level 2-5
WRB07A	Conduct Financial Transactions	AQF Level 2-5
WRB08A	Provide Service to Clients	AQF Level 2-5
WRB11A	Operate Retail Equipment	AQF Level 1-2
WRB14A	Pierce Ears	AQF Level 3-5
WRB15A	Provide Lash and Brow Treatments	AQF Level 3-5
WRB16A	Provide Temporary Epilation and Bleaching Treatments	AQF Level 3-5
WRB17A	Provide Manicure and Pedicure Service	AQF Level 2-5
WRB18A	Apply Nail Enhancement	AQF Level 2-3
WRB19A	Use Electrical Equipment for Nails	AQF Level 2-3
WRB20A	Apply Nail Art	AQF Level 2-3
WRB21A	Design and Apply Make-up	AQF Level 2-5
WRB22A	Design and Apply Make-up for Photography	AQF Level 2&4
WRB23A	Design and Apply Remedial Camouflage	AQF Level 2,4&5
WRB24A	Assess Client's Treatment Needs	AQF Level 4&5
WRB25A	Provide Facial Treatments	AQF Level 4&5
WRB27A	Provide Body Treatments	AQF Level 4&5
WRB32A	Co-ordinate Work Teams	AQF Level 4&5
WRB40A	Provide a Safe Working Environment	AQF Level 3-5
BSX001/A	Evaluate a Business Opportunity	AQF Level 3&5
BSX002/A	Complete a Business Plan	AQF Level 3&5
BSX003/A	Address Legal and Administrative Requirements	AQF Level 3&5
BSX004/A	Address Client Requirements	AQF Level 3&5
BSX006/A	Manage Self and Staff	AQF Level 3&5
BSX007/A	Manage Finances	AQF Level 3&5
BSX008/A	Review Business	AQF Level 3&5

Where units occur at two levels, their packaging and alignment is dependent on their relationship to the total package of units being utilised.

In some cases, units which have been achieved as part of a package at a particular level will be credited when they appear in the package for another level.

Essential and elective units for each level are shown on the following pages depicting packaging and alignment with the AQF.

This packaging and alignment approach has been designed to provide employers and employees with flexible range of options which relate to multiple roles in the workplace.

## SECTION 3: ALIGNMENT TO THE AQF

### 3.2.2 National Beauty Industry Qualifications Outcome Details

The following outlines the requirements to be completed in order to obtain a beauty industry qualification:

#### AUSTRALIAN QUALIFICATIONS FRAMEWORK LEVEL II

NATIONAL QUALIFICATION CODE	NATIONAL QUALIFICATION TITLE
WRB20199A	Certificate II in Nail Technology
WRB20299A	Certificate II in Makeup Artistry
WRB20399A	Certificate II Retail Cosmetic Assistant

CORE	OPTIONS
WRB01A Communicate with Clients	<b><u>Retail Cosmetic Assistant Stream</u></b>
WRB02A Work Effectively in a Salon/Store Environment	WRB09A Perform Stock Control Procedures
WRB03A Apply Safe Working Practices	WRB10A Minimise Theft
WRB04A Perform Salon/Store Cleaning Duties	WRB11A Operate Retail Equipment
WRB05A Merchandise Beauty Products	WRB12A Demonstrate Retail Skin Care Products
WRB06A Sell Beauty Products	WRB21A Design and Apply Make Up
WRB07A Conduct Financial Transactions	<b><u>Nail Technology Stream</u></b>
WRB08A Provide Service to Clients	WRB17A Provide Manicure and Pedicure Service
	WRB18A Apply Nail Enhancement
	WRB19A Use Electrical Equipment for Nails
	WRB20A Apply Nail Art
	<b><u>Make-up Stream</u></b>
	WRB12A Demonstrate retail skin care products
	WRB21A Design and apply make-up
	WRB22A Design and apply make-up for photography
	WRB23A Design and apply remedial camouflage

To achieve a Certificate at this level

- all core units must be completed  
and
- all units from either:     Retail Cosmetic Assistant Stream  
  or  
  Nail Technology Stream  
  or  
  Make-Up Stream

## SECTION 3: ALIGNMENT TO THE AQF

### AUSTRALIAN QUALIFICATIONS FRAMEWORK LEVEL III

NATIONAL QUALIFICATION CODE	NATIONAL QUALIFICATION TITLE
WRB30199A	Certificate III in Beauty
WRB30299A	Certificate III in Nail Technology (Small Business)

BEAUTY CORE	NAIL TECHNOLOGY (SMALL BUSINESS) CORE
WRB01A Communicate with Clients	WRB01A Communicate with Clients
WRB02A Work Effectively in a Salon Environment	WRB02A Work Effectively in a Salon Environment
WRB03A Apply Safe Working Practices	WRB03A Apply Safe Working Practices
WRB04A Perform Salon Cleaning Duties	WRB04A Perform Salon Cleaning Duties
WRB05A Merchandise Beauty Products	WRB05A Merchandise Beauty Products
WRB06A Sell Beauty Products	WRB06A Sell Beauty Products
WRB07A Conduct Financial Transactions	WRB07A Conduct Financial Transactions
WRB08A Provide Service to Clients	WRB08A Provide Service to Clients
WRB13A Advise on Beauty Services	WRB17A Provide Manicure and Pedicure Service
WRB14A Pierce Ears	WRB18A Apply Nail Enhancement
WRB15A Provide Lash and Brow Treatments	WRB19A Use Electrical Equipment for Nails
WRB16A Provide Temporary Epilation and Bleaching Treatments	WRB20A Apply Nail Art
<b>Beauty Options</b>	
WRB17A Provide Manicure and Pedicure Service	
WRB18A Apply Nail Enhancement	
WRB19A Use Electrical Equipment for Nails	
WRB20A Apply Nail Art	
WRB21A Design and Apply Make-Up	
<b>Small Business Options</b>	
WRB40A Provide a Safe Working Environment	
BSX001/A Evaluate a Business Opportunity	
BXS002/A Complete a Business Plan	
BSX003/A Address Legal and Administrative Requirements	
BSX004/A Address Client Requirements	
BSX005/A Manage Business Operations	
BSX006/A Manage Self and Staff	
BSX007/A Manage Finances	
BSX008/A Review Business	

To achieve a Certificate III in Beauty

- all Core Beauty Units must be completed and
- 5 Units from the Beauty Options or
- a combination of 5 Units from the Beauty and Small Business Options

To achieve a Certificate III in Nail Technology (Small Business)

- all Core Nail Technology (Small Business) Units must be completed and
- 5 Units from the Small Business Options

## SECTION 3: ALIGNMENT TO THE AQF

### AUSTRALIAN QUALIFICATIONS FRAMEWORK LEVEL IV

NATIONAL QUALIFICATION CODE	NATIONAL QUALIFICATION TITLE
WRB40199A	Certificate IV in Beauty Therapy

CORE	OPTIONS
WRB01A Communicate with Clients WRB02A Work Effectively in a Salon/Store Environment WRB03A Apply Safe Working Practices WRB04A Perform Salon/Store Cleaning Duties WRB05A Merchandise Beauty Products WRB06A Sell Beauty Products WRB07A Conduct Financial Transactions WRB08A Provide Service to Clients WRB13A Advise on Beauty Services WRB14A Pierce Ears WRB15A Provide Lash and Brow Treatments WRB16A Provide Temporary Epilation and Bleaching Treatments WRB17A Provide Manicure and Pedicure Service WRB21A Design and Apply Make Up WRB24A Assess Client's Treatment Needs WRB25A Provide Facial Treatments WRB26A Provide Advanced Facial Treatments	<p><b><u>Beauty Stream</u></b></p> WRB22A Design & Apply Make-Up For Photography WRB23A Design & Apply Remedial Camouflage WRB27A Provide Body Treatments WRB32A Co-Ordinate Work Teams WRB40A Provide A Safe Working Environment WRB28A Provide Aesthetic Aromatherapy Massage

To achieve a Certificate at this level

- all core units must be completed and
- 2 Units from the Beauty Stream Options

**Note:**

- Unit 28 Provide Aesthetic Aromatherapy Massage must be taken in conjunction with Unit 27 Provide Body Treatments.
- Unit 27 Provide Body Treatments may be taken with any other options.

## SECTION 3: ALIGNMENT TO THE AQF

# AUSTRALIAN QUALIFICATIONS FRAMEWORK LEVEL V

NATIONAL QUALIFICATION CODE	NATIONAL QUALIFICATION TITLE
WRB50199A	Diploma of Beauty Therapy

CORE	OPTIONS
WRB01A Communicate with Clients	<b>BEAUTY OPTIONS</b>
WRB02A Work Effectively in a Salon Environment	WRB29A Provide Permanent Epilation
WRB03A Apply Safe Working Practices	WRB30A Perform Diathermy Service
WRB04A Perform Salon Cleaning Duties	WRB31A Design and Perform Cosmetic Tattooing/ Micropigmentation Procedures
WRB05A Merchandise Beauty Products	<b>TRAINING/SMALL BUSINESS OPTIONS</b>
WRB06A Sell Beauty Products	WRB33A Maintain Employee Relations
WRB07A Conduct Financial Transactions	WRB34A Investigate New Products and Services
WRB08A Provide Service to Clients	WRB35A Implement Training
WRB13A Advise on Beauty Services	WRB36A Prepare for Training
WRB14A Pierce Ears	WRB37A Deliver Training
WRB15A Provide Lash and Brow Treatments	WRB38A Assess Workplace Competencies
WRB16A Provide Temporary Epilation and Bleaching Treatments	WRB39A Review and Promote Training
WRB17A Provide Manicure and Pedicure Service	BSX001/A Evaluate a Business Opportunity
WRB21A Design and Apply Make Up	BSX002/A Complete a Business Plan
WRB22A Design and Apply Make-Up for Photography	BSX003/A Address Legal and Administrative Requirements
WRB23A Design and Apply Remedial Camouflage	BSX004/A Address Client Requirements
WRB24A Assess Client's Treatment Needs	BSX005/A Manage Business Operations
WRB25A Provide Facial Treatments	BSX006/A Manage Self and Staff
WRB26A Provide Advanced Facial Treatments	BSX007/A Manage Finances
WRB27A Provide Body Treatments	BSX008/A Review Business
WRB28A Provide Aesthetic Aromatherapy Massage	<b>FRONTLINE MANAGEMENT OPTIONS</b>
WRB32A Co-Ordinate Work Teams	BSXFMI502A Provide Leadership in the workplace
WRB40A Provide a Safe Working Environment	BSXFMI505A Manage operations to achieve planned outcomes
	BSXFMI507A Manage quality customer service
	BSXFMI509A Implement and monitor continuous improvement systems and process
	BSXFMI510A Facilitate and capitalise on change and innovation

To achieve the Diploma of Beauty Therapy:

- All Core Units must be completed along with 6 units from the options list.
- At least one unit must be from the Beauty options.
- The remaining 5 units may be selected from:
  - a maximum of 3 units from the Training Small Business Options
  - a maximum of 5 units from the Frontline Management Units
  - a maximum of 3 AQF Diploma units from another endorsed Training Package (Assessment for additional units must be consistent with the requirements of the package from which they are drawn)

**Note:** Unit WRB29A Provide Permanent Epilation will count as three units.

## SECTION 4: USING THE TRAINING PACKAGE

The key features of the National Beauty Training System (NBTS) are that it is **an industry driven, competency based**, adaptable and **flexible** training system.

In particular, as the central component of the NBTS, these key features apply to the National Beauty Training Package. The Training Package is based on the beauty industry's competency standards, developed by the beauty industry for the beauty industry.

All parts of the beauty industry contributed to the development of the National Beauty Competency Standards. In recognition that, to be successful in the challenging and changing industry environment of the late 1990s, practitioners are required to be competent in a wide range of skill areas.

These skills are basis of the beauty industry's competency standards and the standards will enable performance to be measured objectively against industry created benchmarks.

### 4.1 ADAPTATION OF THE TRAINING PACKAGE

The most important feature of the Training Package is that it has been purpose designed to be adaptable, so that nationally consistent training outcomes are achieved and, at the same time, the needs of individual salons are met.

Throughout the competency standards there is capacity to adapt units of competency and their elements to the needs of individual businesses. Employers use their own products, policies and systems as the mean by which their employees gain national industry competencies.

Adapting allows the units of competency and their elements to be delivered without alteration, whilst at the same time delivering nationally accredited training that is consistent with the current policies and guidelines of the client company.

Where it is necessary to meet the needs of a particular enterprise, one or more elements of competency may be added to a unit, but no elements may be removed.

Units of competency may be adapted in the following ways:

- contextualisation of the content to identify unique aspects that apply to an industry sub-division, enterprise or particular client group (e.g. regulatory requirements, products, terminology, technology, work practices, work environment conditions, corporate culture and strategic plans)
- specification of resources requirements in terms of essential equipment, facilities, learning resources, etc.



## SECTION 4: USING THE TRAINING PACKAGE

### 4.2 FLEXIBILITY OF DELIVERY OF THE TRAINING PACKAGE

The Training Package promotes flexibility in modes of delivery, as Registered Training Organisations and/or workplaces translate the standards into learning units.

The Training Package has been written for implementation by industry with the assistance of Registered Training Organisations across Australia. Also, it has been designed to facilitate access to training by learners from metropolitan, regional and rural locations. In order to facilitate implementation within the broad range of contexts flexible delivery options have been adopted.

Delivery options which support pathways for new apprenticeships and existing employees include:

- on-job training – training which occurs while learners are undertaking scheduled work duties under the instruction and supervision of a trainer/supervisor;
- off-job trainer directed training – training which takes place while learners are not undertaking normal scheduled duties, for example:
  - at the workplace, but not whilst undertaking normal duties, or
  - away from the workplace in a training facility;
- off-job self-paced learning through distance learning techniques;
- mixed mode strategies.

New Apprenticeship Pathways are available in the Beauty Training Package for

- WRB20199 Certificate II in Nail Technology
- WRB20299 Certificate II in Make-up Artistry
- WRB20399 Certificate II in Retail Cosmetic Assistant
- WRB30199 Certificate III in Beauty
- WRB30299 Certificate III in Nail Technology (Small Business)

The qualifications in the National Beauty Training Package focus on competencies required for work in the beauty industry. The focus is on the practical skills and tasks required to function in the salon environment.

We encourage Registered Training Organisations, employees and employers to forge strong partnerships and to create innovative modes of delivery which suit individual organisations and meet the requirement of the Training Package.

#### 4.2.1 Specialised Resources

The development of the Training Package and the support material has been based on *New Apprenticeship System* principles and aligned directly to the *National Beauty Competency Standards*.

Registered Training Organisations who deliver the Training Package will need a range of specialised facilities and equipment for most units of competency.

Such equipment should be maintained in good working order to enable sufficient practice to achieve competency.

Resource requirements specific to each unit are listed in the relevant Evidence Guide.

### 4.3 INCORPORATING KEY COMPETENCIES

In compliance with the requirements of the ANTA – National Training Framework Committee, the *National Beauty Competency Standards* have been mapped against the seven key competencies which have been identified by the Mayer committee as essential in employment.

The Mayer Report definition of Key Competencies provides an important perspective on the role of general competencies in work. The definition is:

*Key Competencies are competencies essential for effective participation in the emerging patterns of work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that the Key Competencies are not only essential for effective participation in work but are essential for effective participation in further education and in adult life more generally.*

There are seven Key Competencies currently recognised nationally. They are:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology

Additionally the Mayer Committee recommended three performance levels for each of the Key Competencies. These are defined as follows:

#### **Performance Level 1**

- describes the competence needed to undertake activities efficiently and with sufficient self management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.

#### **Performance Level 2**

- describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

## SECTION 4: USING THE TRAINING PACKAGE

### Performance Level 3

- describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

The presence of Key Competencies and their performance levels have been identified for each unit of competency and are recorded in the Evidence Guides for each unit of competency.

Using Key Competencies to underpin teaching/learning helps learners to integrate work tasks and see them as a whole rather than a collection of discrete actions. Learners are also better able to transfer skills across different work tasks and functions.

## **PART C**

### **ASSESSMENT GUIDELINES**



# CONTENTS

	<b>Page No</b>
1.0 Assessment System Overview	2
1.1 Benchmarks for Assessment	3
1.2 Role of Registered Training Organisations	6
1.3 Assessment Pathways	7
2.0 Assessor Qualifications and Training	8
2.1 Assessor Qualifications	8
2.2 Using Qualified Assessors	9
3.0 Guidelines for Designing Assessment Materials	10
3.1 Assessment Strategy	10
3.2 Evidence for Assessment	13
3.3 Principles for Assessment	14
4.0 Guidelines for Conducting Assessment	16
4.1 Procedures for Candidates Enrolled with Registered Training Organisations	16
4.2 Procedures for Candidates Seeking Recognition of Current Competencies	16
5.0 Sources of Information	17
5.1 List of General Resources on Assessment	17

## SECTION 1: ASSESSMENT SYSTEM OVERVIEW

The National Beauty Training Package (NBTP) Assessment Guidelines will establish and manage the quality assurance process for training, assessment and qualifications for the Beauty industry.

The guidelines follow criteria essential for the implementation of an assessment system. These criteria are common among a number of industries and are in line with the principles of assessment and the ANTA Guidelines.

The criteria include:

- national competency standards
- national qualifications
- multiple pathways
- assessor qualifications
- quality assurance frameworks
- recording and reporting of the assessment outcomes
- guidelines for designing assessment materials
- guidelines for conducting assessments

In developing these guidelines and defining the roles to support them, the process of accreditation in the short and long term, and the variations across States/Territories were taken into account. The guidelines aim to provide qualifications that are nationally recognised and industry endorsed. This will ensure that the NBTP qualifications have equal status nationally, are standard across States/Territories and are accepted by industry.

An underlying principle of the system is that quality assurance is achieved through:

- NBTP qualifications which are issued by Registered Training Organisations.
- NBTP Assessment Guidelines which specify the requirements for assessment.
- National Beauty Competency Standards.

Qualifications may be gained from the successful assessment of competencies resulting from on-the-job and off the job training, or from assessment of current competencies through recognition of prior learning processes.

## SECTION 1: ASSESSMENT SYSTEM OVERVIEW

### 1.1 BENCHMARKS FOR ASSESSMENT

#### 1.1.1 The National Beauty Competency Standards

Assessment will be against the National Beauty Competency Standards which form part of the NBTP – WRB99A.

#### 1.1.2 The Outcomes

Competency based assessment will be used for the full range of assessment purposes, including:

- recognising workplace competencies
- assessment within training programs
- certification against an Australian Qualifications Framework (AQF) qualification
- career path planning and development
- credit transfer for improved access to other training programs

The evidence guide for each unit of competency specifies the assessment requirements. Assessment for a NBTP qualification is facilitated through an assessment process, which is outlined in Section 3.

**The following table identifies industry preferences for where assessment of units can occur.**

Unit Code	Unit Name	Assessment On-Job	Assessment Off-Job
WRB01A	Communicate with Clients	✓	✓
WRB02A	Work Effectively in a Salon Environment	✓	✓
WRB03A	Apply Safe Working Practices	✓	✓
WRB04A	Perform Salon Cleaning Duties	✓	✓
WRB05A	Merchandise Beauty Products	✓	✓
WRB06A	Sell Beauty Products	✓	✓
WRB07A	Conduct Financial Transactions	✓	✓
WRB08A	Provide Service to Clients	✓	✓
WRB09A	Perform Stock Control Procedures	✓	✓
WRB10A	Minimise Theft	✓	✓
WRB11A	Operate Retail Equipment	✓	✓
WRB12A	Demonstrate Retail Skin Care Products	✓	✓



<b>Unit Code</b>	<b>Unit Name</b>	<b>Assessment On-Job</b>	<b>Assessment Off-Job</b>
WRB13A	Advise on Beauty Services	✓	✓
WRB14A	Pierce Ears	✓	✓
WRB15A	Provide Lash and Brow Treatments	✓	✓
WRB16A	Provide Temporary Epilation and Bleaching Treatments	✓	✓
WRB17A	Provide Manicure and Pedicure Service	✓	✓
WRB18A	Apply Nail Enhancement	✓	✓
WRB19A	Use Electrical Equipment for Nail	✓	✓
WRB20A	Apply Nail Art	✓	✓
WRB21A	Design and Apply Make Up	✓	✓
WRB22A	Design and Apply Make Up for Photography		✓
WRB23A	Design and Apply Remedial Camouflage		✓
WRB24A	Assess Client's Treatments Needs		✓
WRB25A	Provide Facial Treatments		✓
WRB26A	Provide Advanced Facial Treatments		✓
WRB27A	Provide Body Treatments		✓
WRB28A	Provide Aesthetic Aromatherapy Massage		✓
WRB29A	Provide Permanent Epilation		✓
WRB30A	Perform Diathermy		✓
WRB31A	Design and perform Cosmetic Tattooing/Micropigmentation Procedures		✓
WRB32A	Co-Ordinate Work Teams	✓	✓
WRB33A	Maintain Employee Relations	✓	✓
WRB34A	Investigate New Beauty Products and Services	✓	✓
WRB35A	Implement Training	✓	✓
WRB36A	Prepare for Training	✓	✓

Unit Code	Unit Name	Assessment On-Job	Assessment Off-Job
WRB37A	Deliver Training	✓	✓
WRB38A	Assess Workplace Competencies	✓	✓
WRB39A	Review and Promote Training	✓	✓
WRB40A	Provide A Safe Working Environment	✓	✓
BSX001/A	Evaluate A Business Opportunity	✓	✓
BSX002/A	Complete A Business Plan	✓	✓
BSX003/A	Address Legal and Administrative Requirements	✓	✓
BSX004/A	Address Client Requirements	✓	✓
BSX005/A	Manage Business Operations	✓	✓
BSX006/A	Manage Self And Staff	✓	✓
BSX 007/A	Manage Finances	✓	✓
BSX008/A	Review Business	✓	✓

The outcome of the assessment process may be:

- an AQF qualification
  - Certificate II Retail Cosmetic Assistant
  - Certificate II in Nail Technology
  - Certificate II in Make Up Artist
  - Certificate III in Beauty
  - Certificate III in Nail Technology (Small Business)
  - Certificate IV in Beauty Therapy
  - Diploma of Beauty Therapy
  - A statement of Attainment against a units of competency

Statements of Attainment and qualifications issued will indicate the units of competency attained and conform to the endorsed nomenclature.

All assessments must be carried out according to the requirements of the endorsed components of the NBTP.

## SECTION 1: ASSESSMENT SYSTEM OVERVIEW

### 1.1.3 The Assessment Environment

Details of the assessment environment and processes are specified in:

- the Evidence Guides in the National Beauty Competency Standards

The Evidence Guides will:

- specify appropriate contexts for assessing a specific unit of competency, or package of competencies
- identify the critical aspects of evidence
- specify the underpinning knowledge and skills
- Support the holistic assessment of competencies.

### 1.2 ROLE OF REGISTERED TRAINING ORGANISATIONS

The definition of nationally Registered Training Organisations used in this document is taken from Australian Recognition Framework Arrangements.

Any training organisation registered in accordance with the Australian Recognition Framework providing vocational education, training and /or assessment services. Includes TAFE colleges/institutes, private commercial providers, community providers, schools, higher education institutes, enterprises and firms industry bodies and any other organisation which meets the requirements for registration.

These standards identify the national requirements for registration to deliver training. Undertake assessment and issue nationally recognised qualifications and Statements of Attainment. They should be read and operate in conjunction with the National Principles for Mutual Recognition and Registration and the National Operational Protocols.

Training organisations operating in this product/service area are responsible for the design and development and/or acquisition of specific training programs to support client-responsive delivery and assessment of the endorsed components of relevant national training packages.

## SECTION 1: ASSESSMENT SYSTEM OVERVIEW

### 1.2.1 Registered Assessment Only Organisations

These standards identify the national requirements for registration in relation to the provision of skills recognition services (assessment only) and issuance of nationally recognised qualifications and Statements of Attainment.

‘Registered assessment only’ organisation’s will hold the status of a ‘Registered Training Organisation’ registered with the State/Territory Recognition Authority, according to Australian Recognition Framework requirements.

### 1.3 ASSESSMENT PATHWAYS

It is essential that multiple pathways to qualifications be supported by the NBTP. In order to achieve this, the present process of providing qualifications to candidates enrolled in training, needs to be broadened to provide access to those who seek qualifications through recognition of current competencies and ongoing learning on the job.

Assessment will be carried out against the National Beauty Competency Standards following:

- the completion of a training program
- the partial completion of a training program
- an application for recognition of current competencies through the RPL process

#### 1.3.1 Completion of a Training Program

To gain a qualification under the NBTP through the completion of a training program, candidates must successfully complete all the assessments as conducted or auspiced through a Registered Training Organisation.

Competency is demonstrated by performance of all criteria stated in the National Competency Standards according to the range of variables applicable to the workplace.

In order to ensure consistency of performance, it is essential that evidence be collected over a range of clients and/or situations until competency is achieved.

#### 1.3.2 Partial Completion of a Training Program

Statements of Attainment for individual units may be obtained but the requirements are the same as applying in parts 1.1.2 and 1.3.1 above.

#### 1.3.3 Assessment Only Pathways

Candidates seeking recognition of current competencies (RCC) for a Certificate in the National Beauty Training Package must produce evidence of recent workplace experience and be assessed in all aspects of the Certificate. These assessments must be carried out by a qualified assessor working in conjunction with a Registered Training Organisation and under the same requirements as in Section 1.3.1.

## SECTION 2: ASSESSOR QUALIFICATIONS AND TRAINING

### 2.1 ASSESSOR QUALIFICATIONS

Assessments against the competencies in the Training Package will be carried out in accordance with these endorsed guidelines.

Training organisations that provide NBTP qualifications must be registered with the State/Territory Recognition Authority. Registered Training Organisations must use assessors that meet the requirements of the NBTP.

A Workplace Assessor is a person who meets the following units from BS298 Training Package for Assessment and Workplace Training:

- BSZ401A Plan Assessment
  - BSZ402A Conduct Assessment and
  - BSZ403A Review Assessment
- ❖ *Note The above units are equivalent to the two assessment standards identified in the National Assessment Principles:*
- *Conduct assessment in accordance with an Established Assessment Procedure*
  - *Plan and Review Assessment*
- are technically competent with a minimum of two years industry experience and relevant work experience within the last three (3) years at or above the level being assessed
  - assess only in their area of technical competence or with a person who has been recognised as competent in that area
  - have a knowledge of current assessment procedures and current industry assessment policy/guidelines
  - have a knowledge and understanding of current National Beauty Competency Standards.

A student shall not be deemed to be competent unless competency is certified through a Registered Training Organisation by a qualified assessor who meets the above criteria.

All required assessments must be carried out by an assessor who meets the above criteria.

This process ensures all Registered Training Organisations meet a common set of quality standards.

### 2.2 USING QUALIFIED ASSESSORS

#### 2.2.1 Meeting the Assessor Requirements

Assessors are pivotal to the quality of the system.

All Registered Training Organisations issuing qualifications under the NBTP must meet the requirements for assessors specified in this document and ensure that all assessments will be carried out according to the requirements of the NBTP.

Only assessors who meet the requirements listed in 2.1 shall be regarded as suitable qualified assessors.

#### 2.2.2 The Assessor's Role

Assessors are critical in the competency based assessment system. These formal processes are very important for the candidates' career.

Assessors must be able to:

- interpret the standard
- apply the standard to the workplace
- liaise with employers and Registered Training Organisations
- organise the assessment
- brief the candidate
- conduct the assessment in an impartial manner
- interact positively with the candidate
- observe thoroughly
- use the evidence gathered in the assessment to make a decision
- communicate that decision to the candidate
- review their own performance within the assessment procedure
- record the assessment outcomes to the standard required for documentation by the Appeals Panel

## SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

All assessment in the NBTP will be against the National Beauty Competency Standards.

### 3.1 ASSESSMENT STRATEGY

Assessment conforms to the principles of the Australian Recognition Framework and is in accordance with the NBTP Assessment Guidelines.

The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced

Each unit has a series of assessment criteria within and on completion of the unit and these are specified in the Performance Criteria and Evidence Guides in the standards. These criteria are designed to check the candidates' progress and measure their performance.

When assessing performance for a Certificate, the assessment activities for each unit will be carried out as follows:

- The Beauty Industry has identified that due to the specific nature of specialised equipment and the necessity to have a consistent quality assurance process on the maintenance and use of this equipment, identified units will only be assessed off the job.
- To receive a credential students must be enrolled with a Registered Training Organisation.

The following table identifies where assessment of units can occur.

Unit Code	Unit Name	Assessment On-Job	Assessment Off-Job
WRB01A	Communicate with Clients	✓	✓
WRB02A	Work Effectively in a Salon Environment	✓	✓
WRB03A	Apply Safe Working Practices	✓	✓
WRB04A	Perform Salon Cleaning Duties	✓	✓
WRB05A	Merchandise Beauty Products	✓	✓
WRB06A	Sell Beauty Products	✓	✓
WRB07A	Conduct Financial Transactions	✓	✓
WRB08A	Provide Service to Clients	✓	✓
WRB09A	Perform Stock Control Procedures	✓	✓
WRB10A	Minimise Theft	✓	✓
WRB11A	Operate Retail Equipment	✓	✓

<b>Unit Code</b>	<b>Unit Name</b>	<b>Assessment On-Job</b>	<b>Assessment Off-Job</b>
WRB12A	Demonstrate Retail Skin Care Products	✓	✓
WRB13A	Advise on Beauty Services	✓	✓
WRB14A	Pierce Ears	✓	✓
WRB15A	Provide Lash and Brow Treatments	✓	✓
WRB16A	Provide Temporary Epilation and Bleaching Treatments	✓	✓
WRB17A	Provide Manicure and Pedicure Service	✓	✓
WRB18A	Apply Nail Enhancement	✓	✓
WRB19A	Use Electrical Equipment for Nail	✓	✓
WRB20A	Apply Nail Art	✓	✓
WRB21A	Design and Apply Make Up	✓	✓
WRB22A	Design and Apply Make Up for Photography		✓
WRB23A	Design and Apply Remedial Camouflage		✓
WRB24A	Assess Client's Treatments Needs		✓
WRB25A	Provide Facial Treatments		✓
WRB26A	Provide Advanced Facial Treatments		✓
WRB27A	Provide Body Treatments		✓
WRB28A	Provide Aesthetic Aromatherapy Massage		✓
WRB29A	Provide Permanent Epilation		✓
WRB30A	Perform Diathermy		✓
WRB31A	Design and perform Cosmetic Tattooing/Micropigmentation Procedures		✓
WRB32A	Co-Ordinate Work Teams	✓	✓
WRB33A	Maintain Employee Relations	✓	✓
WRB34A	Investigate New Beauty Products and Services	✓	✓
WRB35A	Implement Training	✓	✓
WRB36A	Prepare for Training	✓	✓



<b>Unit Code</b>	<b>Unit Name</b>	<b>Assessment On-Job</b>	<b>Assessment Off-Job</b>
WRB37A	Deliver Training	✓	✓
WRB38A	Assess Workplace Competencies	✓	✓
WRB39A	Review and Promote Training	✓	✓
WRB40A	Provide A Safe Working Environment	✓	✓
BSX001/A	Evaluate A Business Opportunity	✓	✓
BSX002/A	Complete A Business Plan	✓	✓
BSX003/A	Address Legal and Administrative Requirements	✓	✓
BSX004/A	Address Client Requirements	✓	✓
BSX005/A	Manage Business Operations	✓	✓
BSX006/A	Manage Self And Staff	✓	✓
BSX007/A	Manage Finances	✓	✓
BSX008/A	Review Business	✓	✓

## SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

### 3.2 EVIDENCE FOR ASSESSMENT

“Competence” cannot be seen. We only know that competence exists because of the outcome. Therefore competency based assessment is a process of collecting evidence of competence. That evidence may be directly observed, written, or provided by others.

Multiple sources of evidence will be available to ensure flexibility, and used as appropriate. The Evidence Guides from the National Beauty Competency Standards will be the basis of the assessment tools to be used. They should be contextualised to suit the workplace.

Evidence must be gathered from the following range of sources, including:

#### **Direct**

- observation of workplace performance
- demonstration of practical skills
- role plays, simulation

#### **Indirect**

- evaluation of the finished product or outcome of the performance
- video taped performance
- presentations
- projects, written assignments
- historical evidence, third party reports

#### **Supplementary**

- questioning, interviews
- short answer or multiple choice testing
- portfolio / log book
- self assessment

## SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

### 3.3 PRINCIPLES OF ASSESSMENT

Assessors must ensure that the assessment reflects the principles of good assessment, while being practicable in the workplace. Assessments must be:

#### **Valid**

The assessment must assess relevant skills that is, it must be valid.

#### **Reliable**

The concept of reliability can be applied in two ways:

- that the same conditions of assessment exist for all candidates
- that the assessment would produce the same result with the candidate if repeated

#### **Sufficient**

- The amount of evidence collected must be sufficient to make a judgement that the candidate is able to achieve all the performance criteria for that competency.
- Assessors must consider whether the evidence covers all contexts or situations in which the competency needs to be demonstrated.

#### **Authentic**

- Assessors must be confident that the work observed was produced by the candidate, and not by someone else.
- In team situations, the candidate's contribution to the final product or report must be considered.

#### **Current**

- The evidence collected must be recent.
- If the qualifications are from a long time ago, additional evidence will be needed.

#### **Fair**

One of the most important aspects of competency based assessment is to maintain fairness, which means:

- applying the same standards to all candidates
- not allowing personal preferences or prejudices to influence decisions
- being open with information
- observing thoroughly
- recording properly
- asking fair, clear questions
- using open body language
- not being hurried

## SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

### Language, Literacy and Numeracy Skills

- Language refers to the acquisition of English language skills by people whose first language is not English.
- Literacy refers to the ability to read and write in the individual's first language.
- Numeracy refers to mathematical abilities.

There is a very wide range of abilities in these skills in the workforce.

Assessors must ensure that the assessment activity does not require higher level skills in language, literacy and numeracy than is required by the competency unit and job level.

### Equal Opportunity

The principles of anti-discrimination must be applied in planning and conducting assessments. Anti-discrimination legislation means that assessors cannot discriminate against any individual on the grounds of:

- Gender
- Political affiliation
- Race
- Ethnic background
- Age
- Social class
- Sexual Preference
- Marital status
- Religion
- Physical disability
- Mental ability

## SECTION 4: GUIDELINES FOR CONDUCTING ASSESSMENT

### 4.1 PROCEDURES FOR CANDIDATES ENROLLED WITH REGISTERED TRAINING ORGANISATIONS

Assessors who meet the requirements specified in this document must carry out assessments they must be simple and cost effective, while maintaining validity and reliability.

For those units where Workplace Assessment is to be applied, it should be under normal working conditions, not a “special event”.

For both Registered Training Organisation and workplace-related assessments, the following procedures may apply in regard to assessments:

- On commencement of Certificate, candidate is briefed by a Registered Training Organisation on assessment requirements and any special needs of the candidate is identified
- Registered Training Organisation contacts the employer to identify and brief workplace facilitator(s) and outline expectations
- Workplace facilitator(s) and Registered Training Organisation(s) have ongoing role in assisting candidate to gather evidence of competence for each unit of competency.
- Assessor selects methods of assessment from range of options specified
- Assessor briefs candidate on process and methods of assessment to be used
- Candidate provides evidence
- Assessor carries out assessment following review of evidence provided
- Assessor makes decision
- Assessor provides feedback to candidate and identifies any gaps

### 4.2 PROCEDURES FOR CANDIDATES SEEKING RECOGNITION OF CURRENT COMPETENCIES

- Candidate requests and receives information from department manager/supervisor or WRAPS Network
- Candidate completes application and forwards it to Registered training Organisation
- Proceed as in Section 4.1. depending on level of qualification sought

## SECTION 5: SOURCES OF INFORMATION

### 5.1 LIST OF GENERAL RESOURCES ON ASSESSMENT

Author(s)	Title	Publisher	Date
Ashenden, D	The Recognition of Vocational Training and Learning Commissioned Report No. 1, Employment and Skills Formation Council	Australian Government Publishing Service	1990
Australian Council of Trade Unions	Workplace Reform, Skill Development and a High Competence Educated Workforce	Policy Proposal ACTU Congress	1991
Docking, Russell	An A-Z of assessment myths and assessment in the workplace Competence Assessment Briefing Series, No 4.	Employment Department (WA)	1991
Gonczi, A, ed.	Developing a Competent Workforce: Adult Learning Strategies for Vocational Education and Training	Adelaide TAFE, National R&D Centre	1992
Hagar, P, Athanasou, J and Gonczi, A	Assessment Technical Manual	AGPS, Canberra	1994
Hagar, Paul	On-the-job and Off-the-job assessment: an issues paper	Assessment Centre for Vocational Education, Sydney	1996
Hawke, Geoff	Integrating Assessment of Learning Outcomes	Assessment Centre for Vocational Education, Sydney	1996
Hawke, Geoff	Work based learning: Advice from Literature	Assessment Centre for Vocational Education, Sydney	1995
Kearney, Paul	Collaborative Assessment Techniques	Artemis, Tasmania	1992
National Training Board	Workplace Trainer Competency Standards	ANTA	1994
NCVER	Integrating Assessment: Removing the on-the-job/off-the-job Gap Conference papers from 4-6 June, 1996 (648 Pages)	Western Australian Department of Training	1996
Parsloe, E	Coaching, Mentoring and Assessing: A practical Guide to developing competence	London: Kogan Page	1992
Rumsey, David	Practical Issues in Workplace Assessment (in National Research Forum)	VEETAC Competency Based Training Working Party, Sydney	1993
Rumsey, David	Assessment Practical Guide	AGPS, Canberra	1994
Standards and Curriculum Council	Competency Standards for Assessment	ANTA	1996
Topp, L, Gibb, J and Worsnop, P	Assessment System Design	AGPS, Canberra	1994



**PART D**

**NATIONAL BEAUTY COMPETENCY STANDARDS**





# WRB01A

# Communicate with Clients

---

This unit incorporates elements from Unit WRRCS1A, “Communicate in the Workplace” in the National Retail Core Competency Standards. It encompasses the competencies required to perform reception and telephone duties and for effective communication with client and other staff in the workplace.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB01A.1</b> <b>Establish Contact with Clients</b>	<ul style="list-style-type: none"><li>• Welcoming client environment maintained.</li><li>• Client greeted warmly according to salon/store procedures.</li><li>• Effective service environment created through verbal and non-verbal presentation according to salon/store policy.</li><li>• Questioning and active listening used to determine client needs.</li><li>• Client’s appointment confirmed where applicable.</li><li>• Client’s records retrieved and made available according to salon/store policy.</li><li>• Refreshments provided according to salon/store policy.</li><li>• Appropriate staff member promptly notified of client’s arrival.</li><li>• Client directed to designated area for specific services.</li><li>• Confidentiality and tact demonstrated.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB01A.2 Process Information</b>	<ul style="list-style-type: none"> <li>• Telephone answered promptly according to salon/store procedures.</li> <li>• Questioning and active listening used to identify caller and accurately establish and confirm requirements.</li> <li>• Telephone system functions used according to instructions.</li> <li>• Messages or information recorded and passed on promptly.</li> <li>• Client informed of any problems/delays and what action is being taken.</li> <li>• Follow up action taken as necessary.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to:
  - contact with clients
  - job descriptions/responsibilities
  - interaction with other team members
  - interaction with supervision/management
- Salon/store policies and government legislation in regard to personal hygiene and self presentation.
- Information may include telephone, written or verbal messages.
- Enquiries may include:
  - requests for price lists
  - information regarding services and products
  - appointments for services
  - complaints regarding services and products
  - business offers from suppliers of goods and services
- Client contact may include:
  - reception of clients
  - face to face and telephone contact
  - direction of clients to service area
  - provision of refreshments
  - retrieval of clients records
- Communication may occur with external clients and internal contacts including management and other team members.
- Clients may include new or repeat contacts.
- Clients may include external and internal contacts i.e. colleagues.
- Clients with routine or special requests.
- Clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Size, type and location of salon/store.
- Telephone systems and type of technology.
- Planning may be affected by salon procedures and unexpected contingencies.
- Full-time or part-time staff.
- Availability of staff.
- Routine or busy trading conditions.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon/store policies and procedures and industry codes of practice in regard to verbal and non-verbal presentation and to external and internal client contact.
- Knowledge and consistent application of state and local statutory requirements/regulations including Consumer Law, Trade Practices Act and Fair Trading Act.
- Knowledge of and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Knowledge and consistent application of salon/store policies and procedures in regard to client reception, client booking, client rebooking and telephone procedures according to the range of variables.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for use of communication equipment.
- Demonstration of a practical ability to provide a consistently welcoming client environment by treating clients in a courteous, helpful manner.
- Demonstration of a practical ability to accurately interpret and communicate information to clients, supervisors and peers.
- Knowledge and consistent application of salon/store policies and procedures in regard to personal dress and presentation.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

## EVIDENCE GUIDE (CONTINUED)

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to verbal and non-verbal presentation and to external and internal client contact.
- the ability to provide refreshments for clients as required.
- knowledge of telephone function and procedures.
- knowledge of system for retrieval of client records and recording of appointments.
- knowledge of the full range of products and services offered by the salon.
- knowledge of the following techniques and skills in relation to client communication including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - types of client needs, eg. functional, psychological

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualification and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

The elements contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a real or simulated work environment.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of communication processes with clients and others in the workplace.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

## EVIDENCE GUIDE (CONTINUED)

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements in a salon/simulated salon assessment area.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

## WRB02A

# Work Effectively in a Salon/Store Environment

---

This unit incorporates elements from Unit WRRER1A “Work Effectively in a Retail Environment” in the National Retail Core Competency Standards. It is concerned with competencies involving professional behaviour and communication in the salon/store and the employees understanding of rights and responsibilities in a professional salon/store environment.

---

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
WRB02A.1	Act Responsibly	<ul style="list-style-type: none"><li>• Notification of availability, non-availability for work, given without undue delay and according to salon/store policies and procedures.</li><li>• Staff rosters interpreted accurately.</li></ul>
WRB02A.2	Manner	<ul style="list-style-type: none"><li>• Non-discriminatory attitudes displayed when interacting with clients, staff or management.</li><li>• Non-discriminatory language used consistently.</li></ul>
WRB02A.3	Identify the Award/Agreement	<ul style="list-style-type: none"><li>• Rights and responsibilities according to relevant awards/enterprise agreements identified and interpreted accurately.</li></ul>
WRB02A.4	Work in a Team	<ul style="list-style-type: none"><li>• Courteous and helpful manner demonstrated at all times.</li><li>• Allocated tasks completed willingly without undue delay.</li><li>• Assistance actively sought or provided by approaching other team members when difficulties arise.</li><li>• Lines of communication with supervisors and peers identified according to salon/store policy.</li><li>• Constructive feedback provided by other team members in the working group encouraged, acknowledged and acted upon.</li><li>• Questioning used to minimise misunderstandings.</li><li>• Signs of potential workplace conflict identified and conflict avoided wherever possible.</li><li>• Participation in team problem solving demonstrated.</li></ul>



ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
<b>WRB02A.5</b>	<b>Maintain Personal Presentation</b>	<ul style="list-style-type: none"> <li>• Personal dress and presentation maintained in a neat and tidy manner.</li> <li>• Personal hygiene maintained according to salon/store policy and government legislation.</li> </ul>
<b>WRB02A.6</b>	<b>Follow Routine Instructions</b>	<ul style="list-style-type: none"> <li>• Instructions received and acted upon.</li> <li>• Effective questioning used to elicit information.</li> <li>• Salon/store information relevant to the particular task is assessed, comprehended and acted upon.</li> <li>• Daily work routine planned and organised.</li> <li>• Tasks prioritised and completed without undue delay.</li> </ul>
<b>WRB02A.7</b>	<b>Maintain Professional Networks</b>	<ul style="list-style-type: none"> <li>• Currency of knowledge, skills and professional status maintained.</li> <li>• Current self competency and development needs identified and addressed according to salon/store requirements.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance. Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to:
  - workplace ethics
  - contact with clients
  - job descriptions/responsibilities
  - personal presentation
  - interaction with other team members
  - interaction with supervision/management
  - induction process.
- Salon/store policies and government legislation in regard to personal hygiene and self presentation.
- Relevant industry awards/enterprise agreements.
- Information may include telephone, written or verbal messages.
- Teams may include small work teams.
- Team members may include management, or other staff members.
- Full-time or part-time staff.
- Communication may occur with external clients and internal contacts including management and other team members.
- Peers and supervisors may have varying degrees of language and literacy levels.
- Range of responsibilities/job descriptions.
- Discrimination may occur between staff, clients or management.
- Clients may include new or repeat contacts.
- Clients may include external and internal contacts ie. colleagues.
- Clients and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Size, type and location of salon/store.
- Planning may be affected by salon/store procedures and unexpected contingencies.
- Availability of staff.
- Routine or busy trading conditions.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon/store procedures in regard to work place ethics, including interpretation of staff rosters, notification of availability for work, allocated duties/job description.
- Knowledge and consistent application of salon/store policies and procedures in regard to external and internal client contact, especially in regard to the application of non discriminatory language and attitudes.
- Knowledge of trainees own rights and responsibilities in regard to awards or enterprise agreements.
- Demonstration of a practical ability to participate in a team situation in a courteous helpful manner, to complete allocated tasks willingly, to avoid misunderstandings and conflict where possible.
- Demonstration of a practical ability to communicate with supervisors and peers and to seek assistance when necessary.
- Demonstration of a practical ability to problem solve with the team.
- Knowledge and consistent application of salon/store policies and procedures in regard to personal dress and presentation.
- Knowledge and consistent application of Health and Hygiene regulations and salon/store policies and procedures in regard to personal hygiene.
- Demonstration of a practical ability to follow routine instructions, perform tasks according to salon/store procedures, plan and priorities tasks.
- Understanding of the need to maintain professional networks and to maintain currency of knowledge and skills.
- Knowledge of the pathways available for self development within the Beauty Industry.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

## EVIDENCE GUIDE (CONTINUED)

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of salon/store policies and procedures in regard to work place ethics, verbal and non-verbal presentation, communication within the team, allocated duties and personal presentation.
- knowledge of relevant government legislation and statutory requirements including those relating to personal hygiene.
- a knowledge of the following is important to aid communication within the team:
  - questioning/listening techniques
  - conflict resolution skills.
  - negotiation skills.
  - goal setting.
  - ability to collect and organise information.
- a knowledge of the following is important to aid self development:
  - maintenance of personal health and fitness.
  - personal goal setting
  - personal training needs
  - importance of self esteem.
  - stress management.

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

## EVIDENCE GUIDE (CONTINUED)

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of workplace situations.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a workplace team situation and to clients presenting with a range of requirements in a salon/simulated salon assessment area.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

## WRB03A

# Apply Safe Working Practices

---

This unit incorporates the **Worksafe Australia Guidelines (Generic Competency A)** and encompasses competencies necessary to maintain a safe, secure and hygienic workplace for staff, clients and others.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB03A.1 Observe Basic Safety Procedures</b>	<ul style="list-style-type: none"><li>• Procedures to achieve a safe working environment followed and maintained in line with Occupational Health and Safety regulations and requirements according to salon/store policy.</li><li>• All unsafe situations recognised and reported according to salon/store policy.</li><li>• Electrical equipment/machinery used according to salon/store policy, industry codes of practise, Occupational Health and Safety guidelines and government legislation and manufacturers instructions.</li><li>• All breakdowns in relation to machinery and equipment reported to supervisor.</li><li>• Fire and safety hazards identified and necessary precautions taken or reported according to salon/store policy and procedures.</li><li>• Dangerous goods and substances identified, handled and stored according to salon/store policy and procedures and Occupational Health and Safety regulations and requirements.</li><li>• Salon/store policy regarding manual handling practice followed.</li><li>• Participation in consultative arrangements established by salon/store for Occupational Health and Safety demonstrated.</li><li>• Safe lifting and carrying techniques maintained according to salon/store policy, industry codes of practise, Occupational Health and Safety guidelines and government legislation.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
-----------------------	----------------------

**WRB03A.2 Observe Emergency Procedures**

- Salon/store policies and procedures in regard to illness or accident identified and observed.
- First Aid procedures identified and applied according to Occupational Health and Safety code of practice for First Aid in the work place.
- Safety alarms identified accurately.
- Qualified person contacted in the event of accident or sickness of clients or staff and accident details correctly recorded according to salon accident/injury procedures.
- Accident and emergency details correctly recorded according to salon/store accident/injury procedures and Occupational Health and Safety legislation/requirements.
- Salon/store policies and procedures in regard to fire and other emergencies identified and observed.
- Salon/store evacuation procedures identified and observed according to salon/store policy.

**WRB03A.3 Comply with Health and Hygiene Regulations**

- Procedures and practices implemented in a variety of salon/store situations in accordance with state and local government health and hygiene regulations/legislation and relevant Skin Penetration Acts.
- Salon/store policies and procedures for personal hygiene applied.
- Knowledge and practical application of disinfection and infection control procedures demonstrated and applied according to Health and Hygiene legislation/requirements and salon/store procedures.

<b>WRB03A.4</b>	<b>Apply First Aid Procedures</b>	<ul style="list-style-type: none"><li>• Patient/casualty needs/requirements assessed and treated according to Occupational Health and Safety Code of Practice for First Aid in the Workplace or referred to appropriate qualified persons as required without delay.</li><li>• First Aid procedures, including those for burns/scalds, cuts/abrasions, eye injuries/contamination applied according to Occupational Health and Safety Code of Practice for First Aid in the Workplace.</li><li>• Personal hygiene and protection procedures applied according to local and state government regulations/rules.</li><li>• Resuscitation procedures applied according to Australian Resuscitation Council policy.</li></ul>
-----------------	-----------------------------------	---



## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance. Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Relevant Occupational Health and Safety legislation.
- State and local government regulations/legislation.
- Relevant Skin Penetration Acts.
- Relevant industry codes of practice.
- Salon/store policies and procedures in regard to Occupational Health and Safety Code of Practice for First Aid in the Workplace, general duty of care and emergency procedures.
- Relevant salon/store policies and procedures should include:
  - hazard policies and procedures
  - emergency, fire and accident procedures
  - personal safety procedures
  - first aid procedures
  - procedures for the use of personal protective clothing and equipment
  - hazard identification including the use of electrical equipment
  - hazardous chemicals/materials relevant to treatment procedures
  - issue resolution procedures
  - job procedures
  - work instructions
- Size, type and location of salon/store.
- Salon/store, product and service range.
- Type of tools and equipment used.
- Occupational Health and Safety procedures may deal with:
  - clients
  - staff/posture
  - equipment/tools/electrical machinery/chemicals/materials
  - premises
  - stock
- Unsafe situations may deal with but are not restricted to:
  - toxic substances
  - damaged packing material or containers
  - broken or damaged equipment including electrical machinery
  - inflammable materials and fire hazards
  - lifting practices/posture
  - spillages
  - waste, especially on floors
  - ladders
  - trolleys
  - sharps
  - disposable equipment and consumables

## RANGE OF VARIABLES (CONTINUED)

- First Aid procedures may include:
  - burns/scalds
  - cuts/abrasions
  - eye injuries/contamination
  - resuscitation
- Qualified persons may include:
  - designated first aid officer
  - more senior staff person
  - ambulance
  - medical practitioner
- Emergency procedures may include: first aid, sickness, accidents, fire or salon/store evacuation involving staff or clients.

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### Critical aspects of evidence

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to Occupational Health and Safety Codes of Practice for First Aid in the Workplace.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices and emergency procedures in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to apply first aid procedures according to the range of variables.
- Evidence of the ability to record sickness/accident/emergency details according to the range of variables.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to Occupational Health and Safety Codes of Practice for First Aid in the Workplace.
- the ability to recognise and respond appropriately to emergency situations.
- the ability to refer clients to appropriate professionals/qualified persons.
- ability to identify and apply knowledge of reporting procedures including the following:
  - unsafe situations
  - broken or damaged equipment/machinery or fittings
  - fire hazards

## EVIDENCE GUIDE (CONTINUED)

- knowledge of the following:
  - location and use of safety alarms
  - symbols used for occupational health and safety signs
  - storage and use of hazardous substances
  - storage and use of flammable materials
  - safe use of electrical equipment
  - manufacturers instructions for use of equipment
  - handling of broken or damaged equipment
  - manual handling procedures
  - correct posture for relevant treatment procedure
  - sickness and accident reporting procedures
  - procedures to be applied in the event of fire or salon/store evacuation or in events likely to endanger staff or clients

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of workplace situations dealing with Occupational Health and Safety issues.

## EVIDENCE GUIDE (CONTINUED)

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to legislative requirements, guidelines and salon procedures with regard to health and hygiene, infection control, including during those services which involve skin penetration and safe provision of a range of client services; in a fully equipped salon with electrical equipment, treatment/skin care products and chemicals for cleaning/infection control.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

# WRB04A Perform Salon/Store Cleaning Duties

This unit incorporates elements from Unit WRRM2A “Perform Routine Housekeeping Duties” in the National Retail Core Competency Standards. It involves the application of personal hygiene practices by staff members and the organisation, tidiness and cleanliness of the workplace.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB04A.1 Organise Work Area</b>	<ul style="list-style-type: none"> <li>• Reception and point of sales area, service cubicles, work station, walkways and other work areas maintained in a safe, uncluttered and organised manner according to salon/store policy.</li> <li>• All routines carried out safely, effectively and efficiently with minimum inconvenience to clients and staff, according to salon/store policy.</li> <li>• Salon/store policies and procedures for tidying of cubicles, work station, point of sale terminals, displays and equipment, and placing items in designated areas applied.</li> </ul>
<b>WRB04A.2 Clean Work Area</b>	<ul style="list-style-type: none"> <li>• State and local health and hygiene regulations/legislation strictly adhered to.</li> <li>• Salon/store policies and procedures for personal hygiene applied.</li> <li>• Salon/store policies and procedures for cleaning of work area applied.</li> <li>• Waste promptly removed and disposed of according to salon/store policy and government health and hygiene regulations/legislation.</li> <li>• Spills, food, waste, sharps and other potential hazards removed from floors and cubicles according to salon/store policy and government health and hygiene regulations/legislation.</li> <li>• Equipment, linen and consumable materials maintained and stored according to salon/store procedures and government health and hygiene regulations/legislation.</li> <li>• Furniture, tools and equipment cleaned and used in accordance with manufacturer’s instructions, government health and hygiene regulations/legislation and Occupational Health and Safety requirements.</li> <li>• Cleaning equipment and materials used and stored accordingly to manufacturers specifications and Occupational Health and Safety requirements.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB04A.3</b> <b>Check and Maintain Furniture, Tools and Equipment</b>	<ul style="list-style-type: none"> <li>• Furniture, tools and equipment prepared for specific services as required.</li> <li>• Furniture, tools and equipment checked for maintenance requirements.</li> <li>• Furniture, tools and equipment referred for repair as required.</li> <li>• Tools and equipment stored safely according to salon/store procedures and government health and hygiene regulations/legislation.</li> </ul>
<b>WRB04A.4</b> <b>Check and Maintain Stock</b>	<ul style="list-style-type: none"> <li>• Incoming stock accurately checked and validated against purchase orders and delivery documentation.</li> <li>• Items received inspected for damage, quality, breakages or discrepancies and recorded according to salon/store policy.</li> <li>• Stock rotation procedures carried out routinely and accurately according to salon/store procedures.</li> <li>• Stock levels accurately recorded according to salon/store procedures.</li> <li>• Under or over supplied stock items notified immediately to the salon/store supervisor.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance. Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policy and procedures in regard to routine housekeeping/cleaning practices.
- Size and type of salon/store.
- Salon/store product and service range.
- Types of equipment used in salon/store.
- Work area may include floors, fittings, fixtures, furniture and working surfaces.
- Equipment may include implements, wax pots, bowls and utensils.
- Routine housekeeping may include tidying and cleaning: counters, benches, treatment chairs or beds, equipment, fixtures and other working surfaces.
- Maintenance and storage of cleaning equipment.
- Use and storage of cleaning chemicals.
- Routine or busy trading conditions.



## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### Critical aspects of evidence

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of cleaning procedures.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices and emergency procedures in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for cleaning products, tools and equipment.
- Evidence of the ability to clean and maintain the work area according to the range of variables.
- Evidence of the ability to use and maintain cleaning equipment and use and store cleaning chemicals.
- Evidence of the ability to check, rotate and record stock.
- Evidence of the ability and skill to consistently use time effectively.

### Consistency in performance

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to cleaning and stock checking, rotating and recording procedures and policies.
- the ability to use and maintain cleaning equipment.
- the ability to use and store cleaning chemicals.
- knowledge of the following:
  - symbols used for occupational health and safety signs
  - storage and use of hazardous substances
  - storage and use of flammable materials
  - safe use of electrical equipment
  - manufacturers instructions for use of cleaning materials and equipment
  - manual handling procedures

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualification and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should encompass a range of salon cleaning situations involving a variety of services.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a salon/simulated salon situation and to a range of cleaning products, tools and equipment.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



## WRB05A

# Merchandise Beauty Products

This unit is equivalent to Unit WRRM1A “Merchandise Products” in the National Retail Core Competency Standards. It involves the arrangement and presentation of product displays within the salon/store. It includes the setting up and maintenance of displays and checking, maintaining and labeling or pricing stock.

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
<b>WRB05A.1</b>	<b>Place and Arrange Merchandise</b>	<ul style="list-style-type: none"><li>• Merchandise unpacked in accordance with salon/store procedure.</li><li>• Merchandise placed on floor, fixtures and shelves in determined locations.</li><li>• Merchandise displayed to promote sales.</li><li>• Damaged, soiled or out of date stock identified and corrective action taken as required according to salon/store procedure.</li><li>• Stock range placed according to salon/store procedures.</li><li>• Stock rotated according to stock requirements and salon/store procedure.</li><li>• Stock presentation conforms to special handling techniques and other safety requirements.</li></ul>
<b>WRB05A.2</b>	<b>Place, Arrange and Display Price Tickets and Labels</b>	<ul style="list-style-type: none"><li>• Labels/tickets replaced according to salon/store policy.</li><li>• Correct pricing and information maintained on merchandise according to salon/store procedures, industry codes and government requirements.</li></ul>
<b>WRB05A.3</b>	<b>Maintain Displays</b>	<ul style="list-style-type: none"><li>• Product/stock selected for display.</li><li>• Products/stock arranged according to layout specifications, if available, and load bearing capacity of fixtures.</li><li>• Unsuitable or out of date displays identified, reset and/or removed as directed.</li><li>• Optimum stock levels identified and stock replenished according to salon/store policy.</li><li>• Display areas maintained in a clean and tidy manner.</li><li>• Excess packaging removed from display areas.</li></ul>
<b>WRB05A.4</b>	<b>Protect Merchandise</b>	<ul style="list-style-type: none"><li>• Correct handling, storage and display techniques identified and used according to stock characteristics and industry codes.</li></ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance. Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policy and procedures in regard to merchandising of products and displays.
- Size, type and location of salon/store.
- Size, type and location of display areas and fittings.
- Salon/store product range.
- Industry codes of practice.
- Setting of new displays or maintaining existing displays.
- Tickets may be provided, produced electronically or manually.
- Salon/store ticketing and pricing policy may include:
  - written labels
  - bar coding
- Handling techniques may vary according to stock characteristics and industry codes of practice.
- Availability of staff, eg. staff shortages.
- Routine or busy trading conditions.
- Full-time or part-time staff.
- Products may be characterised by:
  - type
  - size
  - brand
  - client market
  - colour.

## EVIDENCE GUIDE

Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to merchandising, ticketing, pricing and storage of stock.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- Knowledge of and consistent application of safe work practices and emergency procedures in regard to the provision of services and safe handling of product according to Occupational Health and Safety regulations/requirements, including First Aid procedures as required.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for handling or using products, tools and equipment.
- Evidence of the ability to merchandise, ticket, price, handle, maintain and store stock according to the range of variables.
- Evidence of the ability to apply correct pricing procedures and to use and maintain pricing equipment.
- Evidence of the ability to maintain stock levels.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant health and hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to merchandising, ticketing, pricing and storage of stock.
- the ability to use and maintain pricing equipment.
- knowledge of the following:
  - basic principles of display
  - manufacturers instructions for handling products or using tools and equipment
  - salon/store promotional themes
  - location of display areas
  - product and service range
  - use of electronic labelling/ticketing equipment
  - availability and use of display materials
  - correct handling techniques for protection of self and merchandise
- knowledge of salon/store procedures regarding:
  - product quality standards
  - correct unpacking of goods
  - missing or damaged stock
  - methods of storage
  - delivery documentation
  - stock rotation
  - required stock levels
  - stock replenishment procedures

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should incorporate a range of merchandising functions incorporating a variety of products.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a salon/simulated salon situation and to a range of merchandising, ticketing and pricing materials and equipment.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1





# WRB06A

# Sell Beauty Products

---

**This unit is equivalent to Unit WRRS1A “Sell Products and Services” in the National Retail Core Competency Standards. It involves the use of sales techniques and encompasses the key selling skills from approaching the client to closing the sale.**

---

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
<b>WRB06A.1</b>	<b>Apply Product Knowledge</b>	<ul style="list-style-type: none"><li>• Knowledge of the use and application of relevant products demonstrated.</li><li>• Experienced salon staff or product information guide consulted to increase product knowledge.</li><li>• Qualified staff consulted in regard to product advice where applicable.</li></ul>
<b>WRB06A.2</b>	<b>Approach Client</b>	<ul style="list-style-type: none"><li>• Timing of client approach determined and applied.</li><li>• Effective sales approach identified and applied.</li><li>• Positive impression conveyed to arouse client interest.</li><li>• Knowledge of client buying behaviour demonstrated.</li><li>• Client focused on specific product or service.</li></ul>
<b>WRB06A.3</b>	<b>Gather Information</b>	<ul style="list-style-type: none"><li>• Questioning techniques applied to determine client buying motives.</li><li>• Listening skills used to determine client requirements.</li><li>• Non verbal communication cues interpreted and clarified.</li></ul>
<b>WRB06A.4</b>	<b>Sell Benefits</b>	<ul style="list-style-type: none"><li>• Clients identified by name where possible.</li><li>• Client needs matched to appropriate products and services.</li><li>• Knowledge of product’s/services’ features and benefits communicated clearly to clients.</li><li>• Product use and safety requirements described to clients.</li><li>• Clients referred to appropriate product/service specialist as required.</li><li>• Routine client questions about product/service eg. price, price reductions, quality, usage, answered accurately and honestly or referred to more experienced qualified staff.</li></ul>

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
<b>WRB06A.5</b>	<b>Overcome Objections</b>	<ul style="list-style-type: none"> <li>• Client objections identified and accepted.</li> <li>• Objections categorised into price, time and product/service characteristics.</li> <li>• Solutions offered according to salon/store policy.</li> <li>• Problem solving applied to overcome client objections.</li> </ul>
<b>WRB06A.6</b>	<b>Close Sale</b>	<ul style="list-style-type: none"> <li>• Client buying signals monitored, identified and responded to appropriately.</li> <li>• Client encouraged to make purchase decisions.</li> <li>• Appropriate method of closing sale selected and applied.</li> </ul>
<b>WRB06A.7</b>	<b>Maximise Sales Opportunities</b>	<ul style="list-style-type: none"> <li>• Opportunities for making additional sales recognised and applied.</li> <li>• Client advised of complementary products or services according to client's identified need.</li> <li>• Personal sales outcomes reviewed to maximise future sales.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policy and procedures in regard to selling products and services.
- Size, type and location of salon/store.
- Salon/store product range.
- Salon/store sales approach.
- Product knowledge may include warranties, corresponding effects and benefits of various products, use-by dates, storage requirements and stock availability.
- Clients with routine or special requests.
- Regular and new clients.
- Selling may be face to face, written or by telephone.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Availability of staff.
- Varying levels of staff skills and qualifications.
- Routine or busy trading conditions.
- Full-time or part-time staff.
- Client lists.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to selling beauty products.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- Knowledge of and consistent application of safe work practices and emergency procedures in regard to the provision of sales and services and safe handling of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions and product advice manuals for selling beauty products.
- Evidence of the ability to apply product knowledge and to use an effective sales approach to sell the benefits of products, overcome objections and close sales.
- Evidence of the ability to apply effective listening and questioning techniques to determine client requirements.
- Evidence of the ability to evaluate personal sales performance to maximise future sales.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to selling beauty products.
- knowledge of the following techniques and skills in relation to selling beauty products, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - client buying motives
  - client categories/types
  - types of client needs, eg. functional, psychological
  - problem solving techniques
  - performance analysis techniques
  - required degree of product knowledge
- knowledge of selling skills to include:
  - opening techniques
  - buying signals
  - strategies to focus client on specific product or service
  - add-ons and complementary sales
  - overcoming client objections
  - closing techniques
- ability to handle tender and weigh and measure goods where required.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should incorporate a range of selling situations involving a variety of products and services.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements in a salon/simulated salon or store/simulated store assessment area.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

## WRB07A

# Conduct Financial Transactions

This unit is equivalent to Unit WRRCS2A “Apply Point of Sale Handling Procedures” and Unit WRRF1A “Balance Register/Terminal” in the National Retail Core Competency Standards. It involves operations at the point of sale area. It encompasses procedures for use of point of sale equipment for maintaining a cash float, reconciling takings and for completing a sales transaction.

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
WRB07A.1	<b>Operate Point of Sale Equipment</b>	<ul style="list-style-type: none"><li>• Point of sale equipment operated according to design specifications.</li><li>• Point of sale terminal opened and closed according to salon/store procedure.</li><li>• Point of sale terminal cleared and tender transferred according to salon/store procedure.</li><li>• Cash handled according to salon/store security procedures.</li><li>• Supplies of change/cash float in point of sale terminal maintained according to salon/store policy.</li><li>• Active point of sale terminals attended according to salon/store policy.</li><li>• Records completed for transaction errors according to salon/store policy.</li><li>• Adequate supplies of dockets, vouchers and point of sale documents maintained.</li></ul>
WRB07A.2	<b>Perform Point of Sale Transactions</b>	<ul style="list-style-type: none"><li>• Point of sale transactions completed according to salon/store policy.</li><li>• Salon/store procedures identified and applied in respect of cash and non-cash transactions, eg. EFTPOS, credit card, cheque and lay-by, gift vouchers.</li><li>• Salon/store procedures identified and applied in regard to exchanges and returns.</li><li>• Information entered into point of sale equipment accurately.</li><li>• Price/total/amount of cash received stated verbally to client.</li><li>• Correct change tendered.</li></ul>
WRB07A.3	<b>Complete Sales</b>	<ul style="list-style-type: none"><li>• Client order forms, invoices, receipts completed accurately.</li><li>• Sales transactions processed without undue delay or clients directed to point of sale terminals according to salon/store policy.</li></ul>



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB07A.4    Wrap and Pack Goods</b>	<ul style="list-style-type: none"> <li>• Adequate supplies of wrapping material or bags maintained/requested.</li> <li>• Appropriate packaging material selected.</li> <li>• Merchandise wrapped neatly and effectively where required.</li> <li>• Items packed safely to avoid damage in transit, and labels attached where required.</li> </ul>
<b>WRB07A.5    Reconcile Takings</b>	<ul style="list-style-type: none"> <li>• Cash counted accurately.</li> <li>• Non-cash documents calculated accurately.</li> <li>• Balance between register/terminal reading and sum of cash and non cash transactions determined accurately.</li> <li>• Takings accurately recorded.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to operation of point of sale equipment, security and sales transactions.
- Salon/store facilities in regard to client service.
- Size, type and location of salon/store.
- Salon/store beauty product range.
- Salon/store beauty services range.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Point of sale equipment may be manual or electronic.
- Point of sale transactions may include cash or non-cash transactions including:
  - EFTPOS
  - cheques
  - credit cards
  - smart cards
  - lay-by
  - credits and returns
  - customer refunds
  - gift vouchers
  - client credit ratings
- Cash handling may include:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - tendering of change
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
- Wrapping techniques may vary according to product range.
- Availability of staff.
- Routine or busy trading conditions.
- Full-time or part-time staff.
- Clients with routine or special requests.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to client service and point of sale techniques.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- Knowledge of and consistent application of safe work practices and emergency procedures in regard to the provision of client service and point of sale techniques according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions in regard to point of sale techniques/procedures.
- Evidence of the ability to consistently operate point of sale equipment according to design specifications.
- Evidence of knowledge and consistent application of salon/store policies/procedures in regard to cash handling and point of sale transactions according to the range of variables.
- Evidence of knowledge and consistent application of salon/store policies/procedures in regard to wrapping and packing items, according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to client service and point of sale techniques.
- knowledge of the following techniques and skills in relation to provision of client service and point of sale techniques:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
- knowledge of cash handling procedures including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - tendering of change
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change.
- ability to wrap and pack goods effectively.
- ability to use Point of Sale equipment and apply procedures including the following:
  - registers
  - calculators
  - EFTPOS
  - credit cards
  - lay-by
  - credits and returns
  - customer refunds
  - customer credit ratings

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.

This section should be read in conjunction with the **Qualifications and Assessment Guidelines of the NBTP**.

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should incorporate a range of procedures involving a variety of financial transactions.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

This refers to the resources that are necessary for undertaking the assessment.

Competency for this unit should be assessed through access to a range of point of sale equipment and cash and non cash procedures in a salon/simulated salon or store/simulated store assessment area.

### Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

# WRB08A

# Provide Service to Clients

---

**This unit incorporates elements from Unit WRRCS3A “Interact With Customers” in the National Retail Core Competency Standards. It encompasses the competencies required to deliver service to clients including receiving clients, making appointments and responding to client complaints.**

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB08A.1 Receive Clients</b>	<ul style="list-style-type: none"><li>• Communication with clients conducted in a professional, courteous manner, according to salon/store policy.</li><li>• Clients’ needs and reasonable requests met or referred to supervisor according to salon/store policy.</li><li>• Client card sourced from file or client personal details accurately recorded on a new client card.</li><li>• Clients’ details and information recorded accurately in the client record system.</li><li>• Client directed to designated area for specific services.</li></ul>
<b>WRB08A.2 Deliver Service to Clients</b>	<ul style="list-style-type: none"><li>• Possible problems identified, anticipated and action taken to minimise client dissatisfaction.</li><li>• Opportunities to deliver additional levels of service beyond the client’s immediate request recognised and acted upon.</li><li>• Contact with client maintained until service is completed according to salon/store policy.</li><li>• Client farewelled appropriately and courteously according to salon/store policy.</li><li>• Verbal and non-verbal communication used to develop rapport with clients during service delivery.</li><li>• Repeat custom encouraged by promotion of appropriate services or products according to salon/store policy.</li><li>• Client returns or refunds processed according to salon/store policy and procedures.</li></ul>
<b>WRB08A.3 Schedule Clients</b>	<ul style="list-style-type: none"><li>• Appointments scheduled according to timing of services, availability of operators and salon procedures.</li><li>• Appointment arrangements confirmed with clients and details recorded neatly and accurately in the appointment book.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB08A.4 Respond to Client Complaints</b>	<ul style="list-style-type: none"> <li>• Positive helpful attitude conveyed to clients when handling complaints.</li> <li>• Complaints handled sensitively, courteously and with discretion.</li> <li>• Nature of complaint established by active listening and questioning and confirmed with the client.</li> <li>• Action taken to resolve complaint to clients' satisfaction wherever possible.</li> <li>• Unresolved client dissatisfaction or complaints promptly referred to supervisor.</li> <li>• Opportunities taken to turn incidents of client dissatisfaction into a demonstration of high quality service to clients in line with salon/store policy.</li> <li>• Documentation regarding client dissatisfaction or complaints completed accurately and legibly.</li> <li>• Follow up action taken as necessary to ensure client satisfaction.</li> </ul>
<b>WRB08A.5 Identify Clients' Special Needs/Requirements</b>	<ul style="list-style-type: none"> <li>• Clients with special needs or requirements identified promptly by observation and questioning.</li> <li>• A willingness to assist conveyed verbally and non verbally.</li> <li>• Clients' needs promptly serviced, referred or redirected as required.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to client service, receiving and scheduling clients, making appointments and responding to client complaints.
- Size, type and location of salon/store.
- Salon/store product range.
- Salon/store services range.
- Product knowledge.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Client service may include:
  - all salon/store activities
  - internal and external clients
  - follow up in event of delays in service provision
  - procedures for client returns/refunds, client refund rights, gift vouchers
  - lay-by procedures
- Customer complaints may involve:
  - referral to manager
  - refunds
  - replacement
- Client needs may include:
  - information regarding salon/store facilities and services
  - location of specific items within the salon/store.
- Client recording system may be manual or electronic.
- Availability of staff.
- Routine or busy trading conditions.
- Full-time or part-time staff.
- Clients with routine or special requests.

The following may be required:

- Literacy skills in regard to sales and client documentation.
- Numeracy skills in regard to handling of tender.



## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to client service, receiving and scheduling clients and making appointments.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- Knowledge of and consistent application of safe work practices and emergency procedures in regard to the provision of services and safe handling of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the knowledge and ability to effectively schedule clients and make appointments.
- Demonstration of a practical ability to provide a consistently welcoming client environment by treating clients in a courteous, professional manner.
- Demonstration of a practical ability to accurately interpret the nature of client complaints, resolve complaints and provide service to clients according to the range of variables.
- Knowledge and consistent application of salon/store policies and procedures in regard to personal dress and presentation.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to client service, receiving and scheduling clients and making appointments.
- knowledge of the following techniques and skills in relation to client service, receiving and scheduling clients and making appointments, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - conflict resolution skills
  - techniques for handling difficult or abusive clients
  - farewelling techniques
  - knowledge of clients special needs
  - techniques for handling customer complaints
- knowledge of the following procedures and services offered:
  - salon/store product and service range
  - location of salon/store areas/sections
  - function and use of salon/store telephone system
  - extension numbers of salon/store departments
  - procedures for client returns/refunds, client refund rights, gift vouchers
  - lay-by procedures
  - message taken in person or by telephone
  - written record of complaints
  - client record system

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should incorporate a range of procedures involving provision of service to clients.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of requirements in a salon/simulated salon assessment area.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	1	1	1	2	1

# WRB09A Perform Stock Control Procedures

This unit is equivalent to Unit WRR11A “Perform Stock Control Procedures” in the National Retail Core Competency Standards. It involves the handling of stock and includes receiving, unpacking and dispatching of goods and participating in stocktaking under supervision.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB09A.1 Receive and Process Incoming Goods</b>	<ul style="list-style-type: none"><li>• Cleanliness and orderliness in receiving bay maintained according to salon/store policy.</li><li>• Goods unpacked using correct techniques and equipment in line with store policy.</li><li>• Packing materials removed and disposed of promptly according to salon/store policy.</li><li>• Incoming stock accurately checked and validated against purchase orders and delivery documentation according to salon/store policy.</li><li>• Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to salon/store policy.</li><li>• Stock levels accurately recorded on salon/store stock systems, according to salon/store policy.</li><li>• Secure storage of goods arranged according to salon/store policy and government legislation.</li><li>• Stock dispatched to appropriate area/department.</li><li>• Stock price labels applied when required according to salon/store policy.</li></ul>
<b>WRB09A.2 Rotate Stock</b>	<ul style="list-style-type: none"><li>• Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to salon/store policy.</li><li>• Excess stock placed in storage or disposed of in accordance with salon/store policy.</li><li>• Safe lifting and carrying techniques maintained in line with salon/store Occupational Health and Safety policy and government legislation.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB09A.3 Participate in Stocktake</b>	<ul style="list-style-type: none"> <li>• Stocktaking and cyclical counts assisted with according to salon/store policy/procedures.</li> <li>• Stock records documentation completed according to salon/store stock control system.</li> <li>• Discrepancies in stock recorded and reported.</li> <li>• Electronic recording equipment operated and maintained according to manufacturer's specifications.</li> </ul>
<b>WRB09A.4 Reorder Stock</b>	<ul style="list-style-type: none"> <li>• Minimum stock levels identified according to salon/store policy.</li> <li>• Stock requisition forms or electronic orders completed accurately.</li> <li>• Undelivered stock orders identified on stock system and followed up without undue delay.</li> </ul>
<b>WRB09A.5 Dispatch Goods</b>	<ul style="list-style-type: none"> <li>• Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required.</li> <li>• Credit request documentation completed according to salon/store procedure.</li> <li>• Goods salon/stored securely while awaiting dispatch.</li> <li>• Delivery documentation completed according to salon/store procedures.</li> <li>• Special delivery instructions noted.</li> <li>• Items packed safely and securely to avoid damage in transit.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to stock control and dispatch.
- Size and type of salon/store.
- Manual or electronic stock recording.
- Stocktakes may be cyclical or compliance driven.
- Type of equipment.
- Salon/store merchandise range.
- Merchandise may need to conform to established quality guidelines.
- Salon/store stock control may include checking incoming or existing stock and special orders.
- Stock may be moved manually or mechanically.
- Delivery procedures.
- Levels of staffing, eg. staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time, part-time or casual staff.
- Handling techniques may vary according to stock characteristics and industry codes of practice.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to stock control.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- Knowledge of and consistent application of safe work practices and emergency procedures in regard to the provision of services and safe handling of product/stock according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers' instructions for handling or using products, tools and equipment.
- Evidence of the ability to receive and process incoming goods and dispatch outgoing goods.
- Evidence of the ability to apply salon/store procedures to correctly rotate stock and assist in stocktaking procedures according to the range of variables.
- Evidence of the ability to maintain stock levels.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to receiving and processing incoming goods and dispatching outgoing goods.
- ability to rotate stock and assist in stocktaking according to store procedures.
- knowledge of the following procedures:
  - correct handling techniques for protection of self and merchandise
  - stock rotation and required stock levels
  - manufacturers instructions for handling products or using tools and equipment
  - correct unpacking of goods
  - delivery documentation
  - out of date, missing or damaged stock
  - product quality standards
  - salon/store product and service range
  - use of electronic labelling/ticketing equipment
  - stock location and methods of storage
  - stock record documentation
  - dispatch documentation
  - waste disposal
- ability to apply literacy and numeracy skills to stock records and documentation.



## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.

**This unit should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should incorporate a range of stock control and dispatch procedures incorporating a variety of products.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a salon/simulated salon or store situation and to a range of stock control facilities and equipment.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

# WRB10A Minimise Theft

This unit is equivalent to Unit WRRLP2A “Minimise Theft” in the National Retail Core Competency Standards. It encompasses the competencies necessary to maintain a secure workplace.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB10A.1 Apply Routine Salon/Store Security</b>	<ul style="list-style-type: none"><li>• Salon/store security systems and procedures applied according to salon/store policy.</li><li>• Cash handled and secured according to salon/store policy.</li><li>• Suspect behaviour by customers observed and dealt with according to salon/store policy.</li><li>• Internal and external theft dealt with according to salon/store policy.</li><li>• Products and equipment stored in a secure manner.</li></ul>
<b>WRB10A.2 Minimise Theft</b>	<ul style="list-style-type: none"><li>• Appropriate action taken to minimise theft by applying salon/store procedures.</li><li>• Merchandise matched to correct price tags.</li><li>• Surveillance of merchandise which can be easily stolen maintained according to salon/store policy and industry codes of practice.</li><li>• Customers’ bags checked as required at point of sale according to salon/store policy and industry codes of practice.</li><li>• Security of cash, cash register and keys maintained according to salon/store policy.</li><li>• Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to salon/store policy.</li><li>• Suspected or potential thieves dealt with according to salon/store policy and procedures.</li></ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to security.
- Salon/store policies will take into account local and state security legislation and industry codes of practice.
- Size, type and location of salon/store.
- Salon/store merchandise and service range.
- Merchandise may be covered by special security requirements.
- Types of security equipment.
- Security procedures may deal with:
  - clients/customers
  - staff
  - keys
  - visitors, sales representatives, contractors, vendors
  - stock
  - records
  - cash, credit
  - equipment
  - premises
  - armed hold-up.
- Security equipment used eg. alarm systems, video surveillance, mirrors, locked and secure areas.
- Levels of staffing, eg. staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time, part-time or casual staff.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to theft prevention.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- Knowledge of and consistent application of safe work practices and emergency procedures in regard to the provision of services and safe handling of product/stock according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers' instructions for handling or using products, tools and equipment.
- Evidence of the ability to apply routine salon/salon/store security/theft prevention procedures according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act, particularly in regard to checking of customers' bags and purchases.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to security/theft prevention.
- knowledge of the salon/store merchandising system including price tags, labels, bar codes, price lists/catalogues.
- knowledge of the following: salon/store procedures:
  - security procedures in relating to cash handling, credit card, EFTPOS, and cheque transactions.
  - operation of security equipment.
  - reporting procedures for external/internal theft or suspicious circumstances.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This unit should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should incorporate a range of security, theft minimisation activities incorporating a variety of procedures.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a salon/simulated salon or store situation and to a range of security equipment.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

# WRB11A

# Operate Retail Equipment

---

This unit is equivalent to Unit WRRCA1A “Operate Retail Equipment” in the National Retail Core Competency Standards. It involves the operation of a variety of retail equipment and encompasses the identification of the correct equipment required for a given task, maintenance required and operating competencies.

---

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
WRB11A.1	<b>Maintain Retail Equipment</b>	<ul style="list-style-type: none"><li>• Purpose of equipment used in salon/salon/store identified accurately.</li><li>• Equipment operated according to design specifications.</li><li>• Equipment faults identified and reported.</li><li>• Maintenance program for retail equipment identified and applied according to salon/store policy.</li></ul>
WRB11A.2	<b>Apply Keyboard Skills</b>	<ul style="list-style-type: none"><li>• Keyboard operated using typing techniques within designated speed and accuracy requirements.</li><li>• Information entered and edited accurately.</li></ul>
WRB11A.3	<b>Operate Data Entry Equipment</b>	<ul style="list-style-type: none"><li>• Data entered using portable data entry equipment according to salon/store policy and procedures.</li><li>• Price marking equipment operated according to salon/store policy.</li><li>• Data entered accurately and within designated time limits.</li></ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to administrative and clerical systems.
- Salon/store merchandise and service range.
- Size, type and location of salon/store.
- Range of responsibility.
- Types of equipment used.
- Retail equipment is not limited to, but may include:
  - point of sales terminals
  - electronic bar coding equipment for price labelling and stocktaking
  - printers
  - electronic ordering equipment
  - wrapping and packing equipment, eg. shrink wrapping
  - equipment for carrying or moving merchandise
  - equipment for storage of merchandise
  - weighing machines

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the operation of retail equipment.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, of relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- Knowledge of and consistent application of safe work practices and emergency procedures in regard to the provision of services and safe handling of product/stock according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for handling or using products, tools and equipment.
- Evidence of the ability to operate and maintain retail equipment according to design specifications.
- Evidence of the ability to apply salon/store procedures to accurately enter data and operate pricing equipment.
- Evidence of the ability to accurately apply keyboard skills to enter and edit data.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.



### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements, Skin Penetration Acts, relevant government legislation and statutory requirements including Consumer Law, Trade Practices Act and Fair Trading Act.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to operation of retail equipment.
- knowledge of manufacturers instructions and specifications for the operation and maintenance of equipment.
- ability to type/use keyboard skills accurately and within designated speed requirements.
- ability to operate and maintain the following equipment:
  - data entry equipment for price labelling, stock recording, ordering stock, pricing and security
  - wrapping equipment
  - equipment for carrying or moving merchandise
  - dye-tag removers
  - point of sale terminals
  - calculators
- knowledge of the purpose and impact of using technology.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should incorporate a range of retail equipment operation and maintenance procedures to ensure that a range of variables is covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a salon/simulated salon or store situation and to a range of retail equipment.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



# WRB12A

# Demonstrate Retail Skin Care Products

---

This unit relates to those competencies required to cleanse skin and apply skin care products for the purpose of retail cosmetic sales.

---

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
WRB12A.1	<b>Prepare Client for Skin Cleansing</b>	<ul style="list-style-type: none"><li>• Service area and operator prepared according to Health and Hygiene requirements and salon/store procedures.</li><li>• Protective covering and headband placed to protect client's hair and clothes.</li><li>• Client positioned comfortably on the chair or couch.</li><li>• Abnormal skin conditions/contra-indications accurately identified, noted and the client advised accordingly.</li><li>• Client's skin type and condition accurately assessed according to manufacturers product manual.</li></ul>
WRB12A.2	<b>Cleanse Face</b>	<ul style="list-style-type: none"><li>• Suitable cleansing product identified for client's skin type and for different areas of the face.</li><li>• Cleansing product applied in a prescribed sequence according to manufacturers product specifications.</li><li>• Client's skin cleansed thoroughly and all make-up removed.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB12A.3    Apply Skin Care Products</b>	<ul style="list-style-type: none"> <li>• Products suitable to achieve identified outcomes selected and agreed with the client.</li> <li>• Products applied in sequence according to product manufacturers recommendations, salon/store procedures and Health and Hygiene requirements.</li> <li>• Procedures explained accurately to the client during the treatment.</li> <li>• Products removed completely and without distress to client.</li> <li>• Treatment result matches client's expectations and specified outcomes.</li> </ul>
<b>WRB12A.4    Advise on Further Product Use</b>	<ul style="list-style-type: none"> <li>• Client advised of suitable homecare products and treatments.</li> <li>• Product use clearly explained and application demonstrated as required.</li> <li>• Possible contra-indications clearly explained to client.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to skin analysis and selection of skin care products.
- Salon/store hygiene policies and procedures.
- State and local health regulations.
- Salon/store product range and manufacturers instructions.
- Manufacturers product manuals.
- Salon/store time-frame allocated for the performance of a skin cleansing treatment.
- Abnormal conditions may include sunburn, trauma, bruises, significant scarring, herpes, eczema, psoriasis, acne and other visible non-normal skin.
- Skin care products may include:
  - cleansers
  - toners
  - moisturisers
  - masks
  - remedial products.
- Contra-actions may include:
  - product reactions
- Contra-indications/precautions may include:
  - contagious and non contagious skin diseases/disorders
  - cuts, bruises, trauma to skin
  - burns, including sunburn
- Skin types may include:
  - normal
  - dry
  - combination
  - oily
  - sensitive
  - dehydrated
  - damaged
  - mature
  - acne.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon/store policies and procedures and industry codes of practice in regard to selection of skin care products and cleansing the face for the purpose of application of skin care products.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon/store policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and procedures to be followed in regard to local and general contra-indications/special precautions for treatment and specific treatment complications/contractions according to the range of variables.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to recognise client's skin type according to manufacturers product manual, and identify the client's requirements/needs.
- Evidence of ability to prepare the face for cleansing and to perform a face cleansing procedure.
- Knowledge and skill in the application of a variety of skin care products according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to advise and demonstrate to the client on product use, home care and complementary products.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon/store policies and procedures in regard to skin analysis, selection of skin care products and cleansing the face for the purpose of application of skin care products.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- ability to recognise conditions which indicate client referral to a beauty therapist or medical practitioner.
- the ability to analyse the client's skin according to manufacturers product manual.
- knowledge of the anatomy and physiology of the skin as it relates to demonstration of retail skin care products including a simplified cross section of the skin.
- ability to recognise the physical appearance of:
  - various skin types
  - normal skin
  - minor skin blemishes
  - inflammation arising from skin care products.
- knowledge of abnormal skin conditions; their appearance, and symptoms.
- recognition of skin disorders and diseases, their appearance and management or referral to appropriate professional where required.
- knowledge of the causes of skin reactions/allergies in regard to skin care products.
- knowledge of the salon/store product range and manufacturers instructions/data sheets.
- knowledge of the effects and benefits of a defined range of salon/store skin care products.
- ability to apply skin care products for the following skin types:
  - normal
  - dry
  - combination
  - oily

### Interdependent assessment of units

**This refers to an assessment relationship between units.**

Prerequisites to this unit are Units 1 to 8.



## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.

This section should be read in conjunction with the **Qualifications and Assessment Guidelines of the NBTP**.

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate an ability to demonstrate a range of retail products. Also a variety of client requirement/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

This refers to the resources that are necessary for undertaking the assessment.

Competency for this unit should be assessed through access to clients with a range of skin care product requirements, a full home skin care product range and may occur in treatment area or in a retail setting.

### Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

# WRB13A

# Advise on Beauty Services

---

This unit is equivalent to Unit WRRS2A “ Advise on Products and Services” in the Retail Core Competency Standards. This unit builds on Selling Products and Services. It requires a greater depth of specialist or general product knowledge and a greater need for experience and skill in offering advice to clients on services.

---

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
<b>WRB13A.1</b>	<b>Develop Product Knowledge</b>	<ul style="list-style-type: none"><li>• Product knowledge developed, maintained and conveyed to other staff members as required.</li><li>• Comparisons between products and services/treatments researched and applied including:<ul style="list-style-type: none"><li>- treatment options</li><li>- procedures techniques</li><li>- brand options</li><li>- benefits and effects of various products</li><li>- benefits and effects of service/treatment</li><li>- guarantees</li><li>- price</li><li>- ingredients</li><li>- likelihood of allergic reactions</li><li>- contra-indications</li></ul></li><li>• Knowledge of competitors’ product and service/treatment range and pricing structure demonstrated.</li></ul>
<b>WRB13A.2</b>	<b>Identify Beauty Products and Services</b>	<ul style="list-style-type: none"><li>• Salon product and service/treatment range correctly identified.</li><li>• Client needs correctly identified in terms of:<ul style="list-style-type: none"><li>- client’s individual characteristics</li><li>- personal requirements</li><li>- price range</li><li>- time restraints</li></ul></li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
-----------------------	----------------------

**WRB13A.3 Recommend Specialised Products and Services**

- Products and services/treatments evaluated according to type, client's life style needs, characteristics and price range.
- Features and benefits of products and services/treatments demonstrated to client to create a buying environment.
- Detailed specialised knowledge of product and service/treatment applied to provide accurate advice to clients.
- Accurate information provided to clients regarding product/service performance according to legal requirements.
- Products and services/treatments fully explained and clearly demonstrated where applicable.
- Opportunities taken to advise/demonstrate to clients who are unfamiliar with aspects of beauty product and service use.

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policy and procedures in regard to selling products and provision of services.
- Size, type and location of salon.
- Salon product range.
- Salon service range.
- Product knowledge available.
- Product knowledge may be gained from:
  - training seminars
  - manufacturers information.
- Specialist products and services.
- Client requirements/needs may include:
  - client's individual characteristics
  - personal requirements
  - price range
  - time restraints
- Comparisons between products and services/treatments may include:
  - treatment options
  - procedures, techniques
  - brand options
  - benefits and effects of various products
  - benefits and effects of service/treatment
  - guarantees
  - price
  - ingredients
  - likelihood of allergic reactions
  - contra-indications
- Clients with routine or special requests.
- Clients with special needs.
- Regular and new clients.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to selling products and services.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the ability to read, accurately interpret and consistently apply and advise on manufacturers instructions for products.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of knowledge and skill in the application of product knowledge including comparisons between products, to offer advice to clients.
- Evidence of ability and skill in identifying client's requirements/needs taking into consideration client's individual characteristics, personal requirements, price range and time restraints.
- Evidence of knowledge and ability in the recommendation of products and services to clients, including the incorporation of detailed specialised product knowledge, and the ability to demonstrate products and services to provide advice to clients.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of selling products and services.
- the ability to identify clients requirements/needs according to the range of variables.
- knowledge of the effects and benefits of a defined range of salon skin care and treatment products.
- knowledge of factors likely to affect the suitability of each salon treatment to clients' needs and the effects and benefits of various treatments.
- knowledge of the causes of skin reactions/allergies in regard to treatments.
- knowledge of the following techniques and skills in relation to selling products and services.
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - conflict resolution skills
  - problem solving techniques
  - information gathering skills
- specialist product knowledge including:
  - specialised products
  - warranties (where applicable)
  - corresponding benefits of various products
  - shelf life; use-by date
  - storage requirements
  - basic ingredients or materials contained in product
  - features and use of products
  - corresponding or complementary products and services
  - stock availability
  - ordering procedures.

### Interdependent assessment of units

**This refers to an assessment relationship between units.**

Prerequisites to this Unit are Units 1 to 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that specialised advice incorporating specific product knowledge has been provided. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a range of clients with a variety of treatment/ product requirements, information regarding a full range of salon services and their outcomes, and a complete skin care range.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	1	2	1	1	1

# WRB14A

# Pierce Ears

---

**This unit describes those competencies required to pierce ears for ornamentation.**

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB14A.1 Prepare Client for Service</b>	<ul style="list-style-type: none"><li>• Service area operator, client and earpiercing equipment prepared according to Health and Hygiene requirements, relevant Skin Penetration Acts and salon procedures.</li><li>• Clients' characteristics accurately identified.</li><li>• Clients' needs evaluated to enable accurate advice and recommendations for an ear piercing service.</li><li>• Consent form accurately completed if client underage.</li><li>• Suitable earrings agreed upon according to client requirements.</li><li>• Client comfort and relaxation ensured throughout service.</li><li>• Contra-indications (if applicable) identified and explained to client.</li><li>• Areas of the ear requiring special treatment identified and noted.</li><li>• Client reassured during service as required and all questions answered fully and accurately.</li><li>• All necessary working materials are to hand.</li></ul>



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB14A.2    Perform Ear Piercing</b></p>	<ul style="list-style-type: none"> <li>• Studs prepared and applied according to Health and Hygiene requirements, in particular Skin Penetration Act, government regulations, manufacturer's instructions and salon procedures.</li> <li>• Piercing equipment thoroughly cleansed/disposed of/according to Health and Hygiene requirements, in particular, Skin Penetration Acts, government regulations, and salon procedures.</li> <li>• Contra-actions accurately identified and action taken according to salon procedures.</li> <li>• Infection control and skin penetration procedures adhered to according to Health and Hygiene requirements/regulations, relevant Skin Penetration Acts and salon procedures.</li> <li>• Earring placement matches plan agreed with client.</li> <li>• Service completed within designated salon time frame.</li> <li>• Service area cleansed according to Health and Hygiene requirements, government regulations in particular Skin Penetration Acts and salon procedures.</li> </ul>
<p><b>WRB14A.3    Provide Aftercare Advice</b></p>	<ul style="list-style-type: none"> <li>• Questioning and active listening used to obtain client feedback.</li> <li>• Relevant outcomes of treatment recorded accurately and legibly.</li> <li>• After care advice and guidelines accurately provided according to client's needs.</li> <li>• Product recommendations made according to client requirements.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to ear piercing services.
- Salon hygiene policies and procedures.
- State and local Health Regulations and Skin Penetration Acts.
- Salon range of earring studs and other products.
- Manufacturers instructions for use of stud gun or other equipment.
- Contraindications to ear piercing may include: trauma to skin, skin diseases, excessively dry flaky skin, weeping eczema, hypersensitive skin, allergy to stud manufacturing materials.
- Contra-actions - inflammation arising from the ear piecing process, infections of the ear lobe.
- Abnormal conditions may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
- Non-contagious conditions may include:
  - sun related disorders, sun burn
  - skin cancers, benign and malignant tumours
  - moles, scar tissue, lesionsand other visible non normal skin.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Advice on use of homecare products may include: antiseptic, remedial products.
- After care recommendations may include:
  - care and maintenance procedures for recently pierced ears
  - care and maintenance procedures for ear studs

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of ear piercing services.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Knowledge of the transmission routes of infectious conditions, and skills in the application of standard infection control precautions.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients.
- Evidence of the ability to consult with clients and agree on selection and placement of earrings and obtain client's consent where applicable.
- Evidence of the ability to consistently select, prepare use and dispose of/cleanse, ear piercing products and equipment, according to Health and Hygiene requirements, in particular, Skin Penetration Acts, government regulations, manufacturer's instructions and salon procedures.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate an ear piercing service and to advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

## EVIDENCE GUIDE (CONTINUED)

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions
- knowledge of salon policies and procedures in regard to the performance of ear piercing services.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to identify the client's characteristics and recommend and agree on a service.
- knowledge of ear piercing procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client
  - application of studs
  - cleansing/disposal of product/equipment
  - post treatment procedures
  - procedures for consent forms
  - after care and home care advice to client
- knowledge of causes of skin reactions and the appearance and management of specific treatment complications including:
  - inflammation arising from the ear piercing process
  - infections of the ear lobe.
- knowledge of abnormal skin conditions; their appearance, and symptoms and contra-indications for ear piercing services.
- knowledge of the salon/store product range and manufacturers instructions/data sheets.

### Interdependent assessment of units

**This refers to an assessment relationship between units.**

Prerequisites to this Unit are Units 1 to 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate the performance of an ear piercing service. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit may be assessed through access to ear piercing equipment which complies with the Skin Penetration Act.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

## WRB15A

# Provide Lash and Brow Treatments

---

This unit encompasses those competencies required to analyse the lash and brow needs of clients and provide a range of complementary services.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB15A.1 Prepare Client for Service</b>	<ul style="list-style-type: none"><li>• Treatment area, client and operator prepared according to Health and Hygiene requirements and salon procedures.</li><li>• Clients' characteristics accurately identified.</li><li>• Clients' needs evaluated to enable accurate advice and recommendations for a treatment plan.</li><li>• Protective covering placed to protect client's hair and clothes.</li><li>• Client comfort and relaxation ensured throughout service.</li><li>• Procedure/ product/materials selected according to treatment plan and confirmed with client.</li><li>• Areas of the skin requiring special treatment and any abnormal conditions or contraindications, identified and noted.</li><li>• Contra-indications/precautions including infectious and non infectious skin diseases/disorders and specific treatment contraindications identified where applicable, explained to client, and referred to appropriate professional where required.</li><li>• Client's skin cleansed thoroughly and all make up removed from area.</li><li>• Client reassured during service as required and all questions answered fully and accurately.</li><li>• All necessary working materials are to hand.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB15A.2 Chemically Treat Eyelash and Eyebrows</b></p>	<ul style="list-style-type: none"> <li>• Patch test performed to determine possible allergic product reaction where required.</li> <li>• Patch test, where required checked to ensure client's skin did not demonstrate an allergic reaction.</li> <li>• Client requested to remove contact lenses, if worn.</li> <li>• Products prepared, applied and removed according to client's requirements, manufacturers instructions, Health and Hygiene requirements and salon procedures.</li> <li>• Skin in the treatment area and eyes protected at all times throughout service.</li> <li>• Chemical treatment procedures performed in sequence recommended by manufacturer.</li> <li>• After care product applied according to client's requirement.</li> <li>• Skin, lashes and eyebrows are clean following treatment and all excess product removed.</li> <li>• Result matches client's agreed treatment plan.</li> </ul>
<p><b>WRB15A.3 Shape Eyebrows</b></p>	<ul style="list-style-type: none"> <li>• Products prepared, applied and removed according to client's requirements, manufacturers instructions, Health and Hygiene requirements and salon procedures.</li> <li>• All unwanted hair removed with minimum trauma to skin, according to client's treatment plan.</li> <li>• Soothing product applied according to client's requirements.</li> <li>• Portion control used to minimise wastage.</li> <li>• Tweezers/implements cleaned after use or wax disposed of according to health regulations and salon procedures.</li> <li>• Hair disposed of according to health regulations and salon procedures.</li> <li>• Eyebrows match shape agreed with client.</li> <li>• Treatment completed within designated salon time frames.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB15A.4 Apply False Eyelashes</b>	<ul style="list-style-type: none"> <li>• Patch test performed to determine possible allergic product reaction.</li> <li>• Patch test checked to ensure client's skin did not demonstrate an allergic reaction.</li> <li>• Materials applied in the sequence recommended by manufacturer and salon procedures.</li> <li>• Service result matches the client's agreed treatment plan.</li> </ul>
<b>WRB15A.5 Provide Aftercare Advice</b>	<ul style="list-style-type: none"> <li>• Questioning and active listening used to obtain client feedback.</li> <li>• Relevant outcomes of treatment recorded accurately and legibly.</li> <li>• Future treatment program recommended according to client's needs.</li> <li>• Treatment plan revised as required.</li> <li>• After care advice and guidelines accurately provided according to client's needs.</li> <li>• Product recommendations made according to client requirements.</li> <li>• Client rebooked according to agreed treatment plan.</li> </ul>



## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to lash and brow treatments.
- Salon hygiene policies and procedures.
- State and local Health Regulations.
- Salon product and equipment range and manufacturers instructions.
- Lash and brow treatments may include:
  - eyebrow shaping including waxing or tweezing
  - eyelash or eyebrow colouring
  - application of false eyelashes
  - lash perming.
- Chemical treatments may include:
  - eyelash or eyebrow colouring or perming.
- Abnormal conditions may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes simplex, varicellous
  - impetigo
  - warts
  - pediculosis.
- Non-contagious conditions may include:
  - sensitive eyes
  - hirsutism
  - sun related disorders, sun burn
  - skin cancers, benign and malignant tumours
  - moles, scar tissue, lesions.and other visible non normal skin.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Advice on use of homecare products may include: cleanser, moisturiser, remedial products.
- Contraindications to lash and brow treatments may include-allergic reactions, trauma to skin, skin diseases, excessively dry flaky skin, weeping eczema, hypersensitive skin, eye infections.
- Contra-actions may include:- inflammation arising from use of hair removal/chemical treatment products, infections of the hair follicle, inflammation or damage to eye.
- After care recommendations may include:
  - follow up treatments
  - permanent hair removal

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of lash and brow treatments.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients.
- Evidence of the ability to analyse client's face, and identify the client's requirements/needs, refer clients to appropriate professional as required, and develop and record a treatment plan including:
  - brow/lash areas of the face requiring special treatment
  - range of appropriate treatment products and application techniques
  - range of appropriate products, including chemical products, and treatment procedures
  - review of previous treatments
- Evidence of ability and skill in preparing the brow/lash area for treatment.
- Knowledge and skill in the application of a variety of treatment products, including chemical products, according to the range of variables.
- Knowledge and skill in the application of patch tests for a variety of brow/lash treatments according to the range of variables.
- Knowledge and skill in the application of a variety of brow/lash treatment techniques/procedures according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a brow/lash treatment and to advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of lash and brow treatments.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to identify the client's characteristics and recommend and agree on a service.
- knowledge of lash and brow treatment procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client
  - patch test/skin test procedures including preparation of the area, product application and observation.
  - application of products
  - waxing procedures including preparation of the area, pattern of wax application and removal.
  - cleansing/disposal of product/equipment
  - post treatment procedures
  - after care and home care advice to client
- knowledge of causes of skin reactions in regard to lash/brow treatments and the appearance and management of specific treatment complications/contra-actions including:
  - inflammation arising from the performance of lash and brow treatments.
  - infections of the eye or surrounding area.
  - spotting on skin
  - hive like reactions
  - ingrown hair
  - infections of the hair follicle
- knowledge of abnormal skin conditions; their appearance, and symptoms and contra-indications/precautions for lash and brow treatments.
- knowledge of the salon/store product range and manufacturers instructions/data sheets.
- knowledge of skin and hair structure and growth in regard to lash/brow treatments including:
  - types of hair: lanugo, vellus, terminal
  - factors affecting hair growth: hormonal, exposure to sunlight, heredity, drugs/chemicals
  - hair growth patterns
  - effects of waxing and tweezing on hair
  - the growth cycle of hair and its relationship to waxing/tweezing
  - histology of hair

## EVIDENCE GUIDE (CONTINUED)

- knowledge of the following:
  - factors to take into account when referring a client to permanent hair removal or to a medical practitioner
  - advantages and disadvantages of permanent hair removal versus temporary hair removal
  - permanent, semi permanent colour and permanent wave product ingredients and actions

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites for this Unit are Units 1 to 8.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that lash and brow treatments have been performed on a variety of clients. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

## EVIDENCE GUIDE (CONTINUED)

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed through access to a range of clients with a variety of lash and brow treatment needs, a professional facial chair or couch in a fully equipped treatment area, a full range of lash and brow products and a client record system.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

## WRB16A

# Provide Temporary Epilation and Bleaching Treatments

---

This unit encompasses those competencies required to analyse the temporary hair removal/bleaching needs of clients and provide the necessary service/s in a safe and hygienic manner.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB16A.1 Prepare Client for Service</b>	<ul style="list-style-type: none"><li>• Treatment area, client and operator prepared according to Health and Hygiene requirements and salon procedures.</li><li>• Clients' characteristics accurately identified.</li><li>• Clients' needs evaluated to enable accurate advice and recommendations for a treatment plan.</li><li>• Client comfort and relaxation ensured throughout service.</li><li>• Contra-indications/precautions including infectious and non infectious skin diseases/disorders and specific treatment contra-actions identified where applicable, explained to client, and referred to appropriate professional where required.</li><li>• Client referred for electrolysis or medical treatment if required.</li><li>• Wax type/procedure/bleaching product selected according to treatment plan and confirmed with client.</li><li>• Areas of the skin/hair growth requiring special treatment identified and noted.</li><li>• Client reassured during treatment as required and all questions answered fully and accurately.</li><li>• Client privacy and confidentiality maintained.</li><li>• Client kept appropriately covered.</li><li>• All necessary working materials are to hand.</li></ul>

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
<b>WRB16A.2</b>	<b>Perform Waxing Treatments</b>	<ul style="list-style-type: none"> <li>• Wax area prepared/cleansed according to Health and Hygiene requirements and salon procedures.</li> <li>• Wax prepared, applied and removed according to client's requirements, manufacturers instructions, Health and Hygiene requirements and salon procedures.</li> <li>• All unwanted hair removed against direction of hair growth with minimum trauma to skin, according to client's treatment plan.</li> <li>• Soothing product applied according to client requirements.</li> <li>• Treatment completed within designated salon time frames.</li> <li>• Portion control used to minimise wastage.</li> <li>• Wax disposed of/recycled according to health regulations and salon procedures.</li> <li>• Skin support maintained throughout service.</li> <li>• Temperature of wax maintained according to manufacturers instructions.</li> </ul>
<b>WRB16A.3</b>	<b>Perform Bleaching Treatments</b>	<ul style="list-style-type: none"> <li>• Bleach product prepared applied and removed according to client requirements, manufacturers instructions, Health and Hygiene requirements and salon procedures.</li> <li>• Clients comfort and safety ensured during process.</li> <li>• Treatment completed within designated salon time frames.</li> <li>• Portion control used to minimise wastage.</li> <li>• Colour result matches agreed treatment plan.</li> <li>• Soothing product applied according to client requirements.</li> </ul>
<b>WRB16A.4</b>	<b>Provide Aftercare Advice</b>	<ul style="list-style-type: none"> <li>• Questioning and active listening used to obtain client feedback.</li> <li>• Relevant outcomes of treatment recorded accurately and legibly.</li> <li>• Future treatment program recommended according to client's needs.</li> <li>• Treatment plan revised as required.</li> <li>• Before wax and after care advice and guidelines accurately provided according to client's needs.</li> <li>• Product recommendations made according to client requirements.</li> <li>• Client rebooked according to agreed treatment plan.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to temporary hair removal/bleaching treatments.
- Salon hygiene policies and procedures.
- State and local Health Regulations.
- Salon product and equipment range and manufacturers instructions.
- Hair removal treatments may include:
  - strip wax
  - hot wax.
  - tweezing, shaving, abrasive mitts
  - depilatory creams.
- Treatment areas could include: lower legs, knees, full leg, toes, bikini line, buttocks, back, chest, feet, abdomen underarm, arm, face including lip, chin, neck and eyebrows.
- Hair treatments may include: bleaching, body hair clipping.
- Abnormal conditions may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes simplex
  - impetigo
  - warts
  - tinea
  - scabies
  - pediculosis.
- Non-contagious conditions may include:
  - acne
  - hypertrichosis
  - hirsutism
  - sun related disorders, sun burn
  - skin cancers, benign and malignant tumours
  - moles, scar tissue, lesions
  - varicose veins
  - fresh scars
  - thrombosis
  - allergic reactions ie. eczema, dermatitis
  - trauma eg. bruising, sunburn
  - other visible non normal skin
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Advice on use of homecare products may include: moisturiser, remedial products.
- Contraindications may include - sunburn or burns, trauma to skin, skin diseases, excessively dry flaky skin, weeping eczema, hypersensitive skin, allergy to bleach.



## RANGE OF VARIABLES (CONTINUED)

- Contra-actions -may include:
  - inflammation arising from the performance of temporary hair removal/bleaching treatments
  - spotting of skin
  - hive like reactions
  - ingrown hairs
  - trauma to skin
  - torn skin
  - bruising
  - broken capillaries
  - infections of the hair follicle
  - burns to skin
  - bleeding from follicles.
- Skin types may include - normal - dry - oily - combination.
- Climatic variations may affect treatment procedure.
- After care recommendations may include:
  - follow up treatments
  - future prevention of ingrown hairs.
- Wax may be recycled according to some state requirements/regulations with the exception of the following areas:
  - bikini line
  - underarms
  - face
  - areas where bleeding has occurred

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of temporary hair removal/bleaching treatments.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients.
- Evidence of the ability to analyse and identify the client's requirements/needs, refer clients to appropriate professional as required, and develop and record a treatment plan including:
  - areas of the face/body requiring special treatment
  - range of appropriate temporary hair removal/bleaching products and application techniques
  - range of appropriate temporary hair removal/bleaching treatment procedures
  - review of previous treatments
- Knowledge and skill in the application of a variety of temporary hair removal/bleaching products, using a variety of techniques/procedures according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a temporary hair removal/bleaching treatment and to advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of temporary hair removal/bleaching treatments.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to identify the client's characteristics and recommend and agree on a service:
- knowledge of temporary hair removal/bleaching treatments procedures including:
  - preparation of the service area
  - preparation of products and equipment
  - preparation of the client
  - application of products
  - waxing procedures including preparation of the area, pattern of wax application and removal
  - cleansing/disposal of product/equipment
  - care and temperature control of equipment
  - post treatment procedures
  - after care and home care advice to client
- knowledge of causes of skin reactions in regard to temporary hair removal/bleaching treatments and the appearance and management of specific treatment complications/contra-actions according to the range of variables.
- knowledge of abnormal skin conditions; their appearance, and symptoms and contra-indications for temporary hair removal/bleaching treatments.
- knowledge of the salon/store product range and manufacturers instructions/data sheets.
- knowledge of skin and hair structure and growth in regard to temporary hair removal/bleaching treatments including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - types of hair: lanugo, vellus, terminal
  - factors affecting hair growth: hormonal, exposure to sunlight, heredity, drugs/chemicals
  - hair growth patterns
  - effects of waxing and tweezing on hair
  - the growth cycle of hair and its relationship to waxing/tweezing
  - histology of hair
  - normal skin response to irritation and trauma

## EVIDENCE GUIDE (CONTINUED)

- knowledge of the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin
- knowledge of the following in regard to temporary hair removal/bleaching treatments including:
  - appearance of hypertrichosis and hirsutism
  - factors to take into account when referring a client to permanent hair removal or to a medical practitioner
  - advantages and disadvantages of permanent hair removal versus temporary hair removal
  - categories of wax and the advantages of each
  - issues involved in and the correct procedures for the recycling of wax if applicable
  - bleach ingredients and actions
  - advantages and disadvantages of bleaching
  - alternative progressive hair removal methods eg: infra red and hair retarding products used in conjunction with waxing procedures
  - relevant cosmetic chemistry

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites for this Unit are Units 1 to 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of temporary epilation /bleaching treatments have been performed. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit may be assessed through access to a range of clients with differing hair removal/ bleaching needs, a professional treatment couch in a fully equipped treatment area and a range of waxing and bleaching products.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	1

# WRB17A

# Provide Manicure and Pedicure Service

---

This unit deals with those competencies required in performing a range of manicure and pedicure treatments in accordance with Occupational Health and Safety requirements and Health regulations.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB17A.1 Prepare Client for Manicure/Pedicure Service</b>	<ul style="list-style-type: none"><li>• Treatment area client and operator prepared for manicure/pedicure service according to Health and Hygiene requirements and salon procedures.</li><li>• Client protection, comfort and relaxation ensured throughout service.</li><li>• Client's characteristics accurately identified.</li><li>• Client's needs and expectations evaluated to enable accurate advice and recommendations for a treatment plan including, desired shape of nail, treatment/service procedures and varnish/polish application.</li><li>• Nail and skin condition of hands and feet accurately identified by physical and visual examination.</li><li>• Areas of the hands/feet requiring special treatment identified and noted.</li><li>• Contra-indications including infectious and non infectious skin and nail disorders identified where applicable, explained to client, and referred to appropriate professional where required.</li><li>• Hand/skin care products selected according to treatment plan and confirmed with client.</li><li>• Client requested to remove hand and nail jewellery.</li><li>• Client reassured during treatment as required and all questions answered fully and accurately.</li><li>• All necessary working materials are to hand.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB17A.2 Perform a Basic Manicure/Pedicure Service</b>	<ul style="list-style-type: none"> <li>• Manicure/Pedicure products and equipment selected and applied sequentially according to Health and Hygiene regulations, manufacturers instructions and client's requirements.</li> <li>• Clients hands/feet and nails cleansed thoroughly according to treatment plan.</li> <li>• Nail varnish/polish removed effectively, without damage to the nail or skin, as required.</li> <li>• Nails shaped/filed to a smooth even finish according to treatment plan requirements.</li> <li>• Exfoliation and/or treatments applied as required according to treatment plan and manufacturers instructions.</li> <li>• Cuticles softened and pushed back gently and hangnails trimmed as required with no cuts or abrasions to skin or cuticles according to client requirements, Health and Hygiene requirements and salon procedures.</li> <li>• Nail mend (fabric) applied to fingernails as required and adhered securely with a clean smooth finish.</li> <li>• Massage movements to hand and lower arm /foot and leg applied smoothly and evenly and to include: <ul style="list-style-type: none"> <li>- effleurage</li> <li>- petrissage</li> <li>- tapotement</li> </ul> according to client requirements.</li> <li>• Polish/varnish applied smoothly and evenly to clean nail plate according to manufacturers instructions and client requirements.</li> <li>• Polish/varnish applied to nail only, and any excess product removed to leave a fine clear edge between nail plate and cuticle.</li> <li>• Manicure service completed with no cuts or abrasions to skin or cuticles according to client requirements, Health and Hygiene requirements and salon procedures.</li> <li>• Nail clippings, filing dust, and cleansing pads disposed of according to Health and Hygiene regulations and salon procedures.</li> <li>• Equipment including files disinfected/disposed of according to Health and Hygiene regulations and salon procedures.</li> <li>• Treatment completed within designated salon time frames.</li> <li>• Portion control used to minimise wastage.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB17A.3 Provide Aftercare Advice</b>	<ul style="list-style-type: none"> <li>• Questioning and active listening used to obtain client feedback.</li> <li>• Relevant outcomes of treatment recorded accurately and legibly.</li> <li>• Future treatment program recommended according to client's needs.</li> <li>• Treatment plan revised as required.</li> <li>• After care advice and guidelines accurately provided according to client's needs.</li> <li>• Homecare product recommendations made according to client requirements.</li> <li>• Client rebooked according to agreed treatment plan.</li> </ul>



## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to the performance of a manicure/pedicare treatment/service.
- Salon hygiene policies and procedures.
- State and local Health Regulations.
- Relevant state and local regulations/legislation in regard to Occupational Health and Safety.
- Salon product range and manufacturers instructions.
- Salon time-frame allocated for the performance of a manicure/pedicare treatment.
- Manicure/pedicare treatments/services may include:
  - shaping
  - cuticle care
  - nail varnish/polish (single or multi layer) application of varying colours
  - French manicure
  - paraffin wax treatments
  - nail mend
  - buffing
  - callous rasping
  - hot oil treatments.
- Equipment used may include:
  - nail clippers /scissors/hang nail trimmer
  - emery board, rasp, file
  - orange stick/ cuticle pusher
  - exfoliation cream
  - paraffin wax bath
  - buffer
  - foot spa/electric spa machines (vibrating and whirlpool)
- Products may include:
  - sanitiser
  - skin/cuticle massage and treatment creams
  - paraffin wax
  - exfoliants
  - remedial products
  - cuticle remover/softener
  - nail hardener
  - nail soaking solution
  - base coat/varnish/top coat /drier/thinners
  - wrap fabric
  - resin
  - activator (spray/brush)

## RANGE OF VARIABLES (CONTINUED)

- Hand/foot/nail disorders may be contagious or non contagious.
- Contagious disorders may include:
  - bacterial, viral, or fungal infections
  - warts
  - tinea pedia
  - tinea unquiet
  - papalomas
  - paronychia
- Non contagious hand/foot/nail disorders may include:
  - onycholysis
  - white spots (leuconychia)
  - corrugated furrows
  - split or brittle nails
  - hang nails
  - bruised nails
  - onychophagy (bitten nails)
  - blisters
  - calluses
  - heel fissures
  - bunions
  - hammer toes
  - corns
  - dermatitis
  - circulatory problems
  - eggshell nails
  - congenital or trauma induced nail malformations.
- Contraindications may include:
  - skin or nail disorders or diseases
  - allergic reactions
  - bruising or swelling
  - areas exhibiting loss of tactile sensation
  - cuts or abrasions
  - recent operations
  - areas of recent fractures or sprains
- Special precautions may be required for medical conditions including diabetes or blood disorders/diseases.
- Appropriate professionals may include:
  - medical practitioner
  - podiatrist.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to the performance of a manicure/pedicure treatment.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and salon hygiene policies, including disinfection procedures.
- Knowledge of and consistent application of safe work practices, including first aid, in regard to the performance of manicure/pedicure treatments and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and management of local and general contra-indications/special precautions to treatment and specific treatment complications/contra-actions and conditions which may indicate referral to an appropriate professional according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret, and consistently apply, manufacturers instructions regarding the selection and application of products, and use of tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's nails and skin and design a treatment plan to meet the client's needs including:
  - areas requiring special treatment
  - product application techniques
  - areas requiring corrective/remedial services
- Knowledge and skill in the application of manicure and pedicure treatments/services including hand/arm massage, paraffin wax treatments, exfoliation treatments, nail mends, French polish, buffing, callous rasping, polish/varnish application.
- Knowledge and skill in the application of a variety of manicure and pedicure products according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a manicure/pedicure service and advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of a manicure/Pedicure treatment.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's nails and skin and design a treatment plan using the following information:
  - colour analysis
  - skin analysis
- awareness of the effect of changes created by complementary nail shapes and colour polish/varnish application.
- knowledge of the gross anatomy and physiology of the skin and skin structures including:
  - dermis, epidermis and subcutaneous layers.
- knowledge of the anatomy and physiology of the nail structure and shape and the function and growth of nails.
- knowledge of the anatomy and physiology of the hands, feet, lower legs, lower arms, bones muscles, circulation in regards to manicure and Pedicure service.
- awareness of the effects of health and disease on nails and nail growth.
- knowledge of the salon product range.
- knowledge of the effects and benefits of a defined range of salon manicure and Pedicure products.
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the nail and possible contraindications in combination with other products or circumstances.
- knowledge of pH scale of human skin, nails and products used in manicure and pedicure.
- knowledge of care and disinfection requirements for manicure/Pedicure implements.
- awareness of the conditions which indicate client referral to a medical practitioner or other professional and referral procedures.

### Interdependent assessment of units

**This refers to an assessment relationship between units.**

Prerequisites for this Unit are Units 1 to 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of manicare/Pedicare services have been performed. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit may be assessed through access to a range of clients with differing manicare and pedicare requirements using a professional manicare table/operator chair/ client chair in a fully equipped treatment area with a range of products.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

# WRB18A

# Apply Nail Enhancement

---

This unit deals with those competencies involved with the application of a range of artificial nail application services.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB18A.1 Prepare Client for Artificial Nail Application</b>	<ul style="list-style-type: none"><li>• Treatment area, client and operator prepared for artificial nail application service according to Health and Hygiene requirements, Occupational Health and Safety regulations and salon procedures.</li><li>• Client protection, comfort and relaxation ensured throughout service.</li><li>• Client's characteristics accurately identified.</li><li>• Client's needs and expectations evaluated to enable accurate advice and recommendations for a treatment plan.</li><li>• Client clearly and accurately advised of maintenance requirements and advantages/disadvantages of various types of artificial nails.</li><li>• Nail and skin condition accurately identified by physical and visual examination.</li><li>• Areas of the hands/nails requiring special treatment identified and noted.</li><li>• Contra-indications including infectious and non infectious skin and nail disorders identified where applicable, explained to client, and referred to appropriate professional where required.</li><li>• Type of artificial nail application and finished nail shape selected according to treatment plan and confirmed with client.</li><li>• Artificial nail products selected according to treatment plan and confirmed with client.</li><li>• Client requested to remove hand and nail jewellery if applicable.</li><li>• Client reassured during treatment as required and all questions answered fully and accurately.</li><li>• All necessary working materials are to hand.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB18A.2 Remove Artificial Nails</b>	<ul style="list-style-type: none"> <li>• Artificial nail removal products and equipment selected and applied sequentially according to Health and Hygiene regulations, manufacturers instructions and client's requirements.</li> <li>• Artificial nails removed according to manufacturers instructions and client's requirements.</li> <li>• After care advice and guidelines and homecare product recommendations, after removal of acrylic/artificial nails, accurately provided according to client's needs.</li> </ul>
<b>WRB18A.3 Apply/Refill Artificial Nails</b>	<ul style="list-style-type: none"> <li>• Artificial nail products and equipment selected and applied sequentially according to Health and Hygiene regulations, manufacturers instructions and client's requirements.</li> <li>• Safety goggles/glasses worn to protect operators and clients eyes from particles of artificial nail product, as required.</li> <li>• Masks worn to protect operator and client as required.</li> <li>• Nails cleansed and prepared without damage to nail bed or cuticle according to manufacturers recommendations and treatment plan.</li> <li>• Cuticles prepared/pushed back gently as required without damage to nail bed.</li> <li>• Nail lightly sanded in direction of growth to remove natural shine.</li> <li>• Nails disinfected/cleansed and completely dried.</li> <li>• Tips/overlay applied as required, blended and shaped to smooth even finish.</li> <li>• Nail products applied accurately in sequence according to manufacturers instructions.</li> <li>• Artificial nails applied/refilled as required and secured according to manufacturers recommendations and treatment plan.</li> <li>• Artificial nail application service completed according to client and Health and Hygiene requirements and salon procedures.</li> <li>• Finished result to be structurally correct and well balanced, smooth and neat with no excess product on cuticle or surrounding skin and no cuts or abrasions to skin or cuticle.</li> </ul>

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
<b>WRB18A.3</b>	<b>Apply/Refill Artificial Nails (contd.)</b>	<ul style="list-style-type: none"> <li>• Filing dust, and desk mats disposed of and equipment sanitised, according to Health and Hygiene regulations and salon procedures.</li> <li>• Excess monomer in the dappen dish discarded after each client application.</li> <li>• Finished result including nail shape and refinement match treatment plan.</li> <li>• Treatment completed within designated salon time frames.</li> </ul>
<b>WRB18A.4</b>	<b>Provide Aftercare Advice</b>	<ul style="list-style-type: none"> <li>• Portion control used to minimise wastage.</li> <li>• Questioning and active listening used to obtain client feedback.</li> <li>• Relevant outcomes of service recorded accurately and legibly.</li> <li>• Future treatment program recommended according to client's needs.</li> <li>• Treatment plan revised as required.</li> <li>• After care advice and guidelines accurately provided according to client's needs.</li> <li>• Homecare product recommendations made according to client requirements.</li> <li>• Client rebooked according to agreed treatment plan.</li> </ul>



## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to the performance of artificial nail application and maintenance.
- Salon hygiene policies and procedures.
- State and local Health Regulations.
- Relevant state and local regulations/legislation in regard to Occupational Health and Safety.
- Salon product range and manufacturers instructions in particular for artificial nail products.
- Salon time-frame allocated for the performance of an artificial nail application.
- Methods of venting air.
- Temperature and air currents within treatment area.
- Nail enhancement application will include:
  - filing
  - shaping
  - buffing
  - repairs
  - natural nail overlays
  - natural nail extensions
  - natural nail (mends).
- Types of nail procedures will include:
  - tips
  - overlays
  - French refill
  - refill
  - acrylic resin
  - sculptured nails
  - sculpting forms
  - tips and overlays
  - French tips
  - UV and non light gels
- Types of nail procedures may include:
  - fibreglass/silk wrap
  - special occasion/temporary tips.
  - odourless acrylics
  - uv gel coating over acrylic
  - uv acrylic

## RANGE OF VARIABLES (CONTINUED)

- Types of product used may include:
  - primer, acid and non acid
  - adhesive (thin and gel)
  - tips (various styles)
  - acrylic powder (polymer)
  - acrylic liquid(monomer)
  - dehydrator
  - hand/nail sanitisers
  - Gel (UV and non UV)
  - fibreglass/silk wrap
  - resin
  - activator (spray, brush)
  - artificial nail remover.
- Equipment used may include:
  - electric drill
  - buffers
  - table with air venting facility/chair
  - ultra violet light especially for use in conjunction with gel nails
  - desk lamp
  - desk mats
  - desk towels
  - masks, goggles, gloves
  - dappen dishes
  - brushes for application of artificial nails, primer brushes
  - emery boards/files/buffers
  - tip cutters/acrylic clippers
  - cuticle pushers.
- Skin/nail disorders may be contagious or non contagious. Contagious conditions may include:
  - bacterial, viral, or fungal infections.
- Maintenance procedures may include:
  - French refills
  - refills
  - removal of loose acrylic
  - repair damaged, chipped or broken nails (natural or artificial)
  - blend regrowth lines
  - repolish (colour/French polish)
  - filing/buffing
  - shortening
  - reshaping
  - reapplying new nail
  - rebalancing stress curve
  - correction to side walls of extension

## RANGE OF VARIABLES (CONTINUED)

- Contraindications may include:
  - skin or nail disorders or diseases
  - allergic reactions
  - bruising or swelling
  - areas exhibiting loss of tactile sensation
  - cuts or abrasions
  - recent operations
  - areas of recent fractures or sprains
- Special precautions may be required for medical conditions including diabetes or blood disorders/diseases.
- Appropriate professionals may include:
  - medical practitioner
- Clients needs may include health of natural nail.
- Home care products may include: buffer/files, cuticle oil, polish, polish remover, hand/cuticle cream, jewellery.
- Knowledge and access of material safety data sheets.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to the performance and maintenance of nail enhancement application.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and salon hygiene policies, including disinfection procedures.
- Knowledge of and consistent application of safe work practices, including first aid, in regard to the performance of manicure/pedicure treatments and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and management of local and general contra-indications/special precautions to treatment and specific treatment complications/contra-actions and conditions which may indicate referral to an appropriate professional according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Recognition of the appearance and management of specific treatment complications including:
  - product reaction
  - natural nail separation
  - discolouring of product
  - lifting of product (acrylic)
  - peeling of product (gel)
  - water mould (pseudomonas)
  - damage to natural nail due to trauma to artificial nail.
- Evidence of the ability to read, accurately interpret, and consistently apply, manufacturers instructions regarding the selection and application of products, and use of tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's nails and skin and design a treatment plan to meet the client's needs including:
  - type of artificial nails procedure/product
  - product application techniques
  - areas requiring corrective/remedial services
- Knowledge and skill in the application of artificial nail services including: artificial nail removal and application and refill of artificial nails and polish/varnish application.
- Knowledge and skill in the application of a variety of artificial nail products according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate an artificial nail service and advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of an artificial nail service.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's nails and skin and design a treatment plan.
- awareness of the effect of changes created by complementary nail shapes and colour polish/varnish application.
- knowledge of the anatomy and physiology of the nail structure and shape and the function and growth of nails and its effect on the artificial nail.
- knowledge of the anatomy and physiology of the hands, lower arms, bones muscles, circulation.
- awareness of the effects of health and disease on nails and nail growth and maintenance of artificial nails.
- knowledge of the salon product range.
- knowledge of the effects and benefits of a defined range of salon artificial nail products.
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the nail and possible contraindications in combination with other products or circumstances.
- knowledge of care and disinfection requirements for artificial nail implements and service area.
- awareness of the conditions which indicate client referral to a medical practitioner or other professional and referral procedures.
- knowledge of methods of venting air.
- knowledge of structural requirements for artificial nails.
- awareness of benefits and effects to clients and natural nails of various artificial nail application advantages and disadvantages.
- knowledge of the effect of artificial nail removal on underlying natural nail.
- ability to evaluate treatment and advise client on methods and procedures for homecare and complementary products after application or removal of artificial nails.
- knowledge of procedures and recording of trial nail reaction testing.

### Interdependent assessment of units

**This refers to an assessment relationship between units.**

Prerequisites for this Unit are Units 1 to 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of nail enhancement services have been performed. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit may be assessed through access to a range of clients with a variety of artificial nail requirements, a professional manicure table, operator/client chair in a fully equipped, adequately ventilated area with a full range of products.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



# WRB19A

# Use Electrical Equipment for Nails

---

**This unit describes the competencies required to use electrical for nail decoration and for artificial nail application services.**

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB19A.1 Prepare Client for Service</b>	<ul style="list-style-type: none"><li>• Treatment area, client, operator and equipment prepared according to Health and Hygiene requirements Occupational Health and Safety regulations and salon procedures.</li><li>• Client protection, comfort and relaxation ensured throughout service.</li><li>• Client’s characteristics accurately identified.</li><li>• Client’s needs and expectations evaluated to enable accurate advice and recommendations for a treatment plan.</li><li>• Nail condition accurately identified by physical and visual examination.</li><li>• Areas of the nails requiring special treatment identified and noted.</li><li>• Contra-indications including infectious and non infectious skin and nail disorders identified where applicable, explained to client, and referred to appropriate professional where required.</li><li>• Finished nail shape and style selected according to treatment plan and confirmed with client.</li><li>• Electrical equipment selected according to treatment plan.</li><li>• Hand and nail jewellery removed if applicable.</li><li>• Client reassured during treatment as required and all questions answered fully and accurately.</li><li>• All necessary working materials are to hand.</li></ul>



**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****WRB19A.2 Use Electrical Equipment**

- Equipment prepared for treatment and drill bits selected according to treatment plan and client requirements.
- Equipment correctly and safely applied in accordance with manufacturers instructions and Occupational Health and Safety regulations.
- Safety goggles/glasses worn to protect operators and clients eyes from particles of artificial nail product as required.
- Masks worn to protect operator and client as required.
- Drill used with speed, accuracy and safety precautions used according to manufacturers specifications. eg operators hair tied back while using drill.
- Feedback elicited from client during treatment and required remedial action taken if indicated.
- Re-assurance given to the client throughout the treatment.
- Finished result to be smooth and neat with no excess product on cuticle or surrounding skin and no cuts or abrasions to skin or cuticles.
- Underside of nail drilled to remove excess glue or nail product.
- Filing dust, and desk mats disposed of according to Health and Hygiene regulations and salon procedures.
- Finished result including nail shape and finish match treatment plan.
- Treatment completed within designated salon time frames.
- Equipment disinfected and maintained according to Health and Hygiene legislation and manufacturers instructions.

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to the usage of electrical equipment for nail treatments.
- Salon hygiene policies and procedures.
- State and local health regulations.
- Salon electrical equipment range and manufacturers instructions.
- Salon time-frame allocated for the performance of nail services.
- Methods of venting air.
- Equipment usage may include:
  - shaping
  - buffing nails
  - French refills/refills
  - artificial nail removal
  - shortening
  - drill may be used for cleaning underside of nails.
  - nail art
- Safety procedures for operator may include:
  - long hair being tied back at all times during service
- Types of artificial nail products may include:
  - tips
  - overlays
  - French refill
  - refill
  - sculptured nails
  - sculpting forms
  - tips and overlays
  - French tips
  - UV and non light gels
  - fibreglass/silk wrap
  - special occasion/temporary tips.
- Types of artificial nail products may include:
  - acrylic resin
  - one component system
  - multi component system
  - coloured gels
  - acrylic overlaying gels
  - non-acidic primer
  - uv acrylic
  - uv gels

## RANGE OF VARIABLES (CONTINUED)

- Equipment used may include:
  - electric drill, various drill bits
  - table with air venting facility
  - ultra violet lamps
- Skin/nail disorders may be contagious or non contagious. Contagious conditions may include:
  - bacterial, viral, or fungal infections
- Contraindications may include:
  - skin or nail disorders or diseases
  - allergic reactions
  - bruising or swelling
  - areas exhibiting loss of tactile sensation
  - cuts or abrasions
  - recent operations
  - areas of recent fractures or sprains
- Special precautions may be required for medical conditions including diabetes or blood disorders/diseases.
- Appropriate professionals may include:
  - medical practitioner
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to the usage of electrical equipment for nail treatments.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and salon hygiene policies, including disinfection procedures.
- Knowledge of and consistent application of safe work practices, including first aid, in regard to the usage of electrical equipment for nail treatments and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and management of local and general contra-indications/special precautions to treatment and specific treatment complications/contra-actions and conditions which may indicate referral to an appropriate professional according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret, and consistently apply, manufacturers instructions regarding the selection and application of products, and use of tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's nails and design a treatment plan to meet the client's needs including:
  - type of artificial nails procedure/techniques/product
  - type of equipment to be used
  - areas requiring corrective/remedial services.
- Knowledge and skill in the application and usage of electrical equipment for nail treatments.
- Knowledge and skill in the application and usage of electrical equipment for a variety of artificial nail products according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate the usage of electrical equipment for nail treatments service and advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the usage of electrical equipment for nail treatments.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's nails and design a treatment plan.
- awareness of the effect of changes created by complementary nail shapes.
- knowledge of the salon product and equipment range.
- knowledge of the effects and benefits of a defined range of salon artificial nail products and electrical equipment.
- knowledge of ingredients and the effects of products used for artificial nails.
- knowledge of care and disinfection requirements for artificial nail electrical equipment, implements and service area.
- awareness of the conditions which indicate client referral to a medical practitioner or other professional and referral procedures.
- knowledge of methods of venting air.
- knowledge of structural requirements for artificial nails.
- awareness of benefits and effects, advantages and disadvantages to clients and natural nails of usage of electrical equipment according to the range of variables.
- knowledge of the effects and benefits of each piece of equipment.
- knowledge of electric currents, especially safety aspects.
- safety aspects of drill usage.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites for this Unit are Units 1 to 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that nail services using electrical equipment have been performed. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit may be assessed through access to a range of clients with differing nail service requirements, a professional manicure table, operator chair/ client chair in an adequately ventilated area, electric nail drills, hand drills and a range of artificial and nail decoration products.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1



---

**This unit deals with those competencies involved with the application of a range of nail art services.**

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB20A.1 Prepare Client for Nail Art Service</b>	<ul style="list-style-type: none"><li>• Treatment area, client, operator and equipment prepared for nail art service according to Health and Hygiene requirements, Occupational Health and Health Safety regulations and salon procedures.</li><li>• Client protection, comfort and relaxation ensured throughout service.</li><li>• Client's characteristics accurately identified.</li><li>• Client's needs and expectations evaluated to enable accurate advice and recommendations for a treatment plan.</li><li>• Client clearly and accurately advised of maintenance requirements for decorated nails.</li><li>• Nail and skin condition accurately identified by physical and visual examination.</li><li>• Areas of the hands/nails requiring special treatment identified and noted.</li><li>• Contra-indications including infectious and non infectious skin and nail disorders identified where applicable, explained to client, and referred to appropriate professional where required.</li><li>• Type of nail art selected suitable for size of nail, according to treatment plan and confirmed with client.</li><li>• Nail art products selected according to treatment plan and confirmed with client.</li><li>• Client requested to remove hand and nail jewellery if applicable.</li><li>• Client reassured during treatment as required and all questions answered fully and accurately.</li><li>• All necessary working materials are to hand.</li></ul>



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB20A.2 Apply Nail Art</b>	<ul style="list-style-type: none"> <li>• Nail art products and equipment selected and applied sequentially according to health and hygiene regulations, manufacturers instructions and client's requirements.</li> <li>• Nails prepared according to manufacturers recommendations and treatment plan.</li> <li>• Masks worn to protect operator and client when airbrushing, where required.</li> <li>• Nail art applied as required and secured according to manufacturers recommendations and treatment plan.</li> <li>• Nail art service completed according to client requirements Health and Hygiene requirements and salon procedures.</li> <li>• Waste disposed of according to Health and Hygiene regulations and salon procedures.</li> <li>• Treatment completed within designated salon time frames.</li> <li>• Portion control used to minimise wastage.</li> </ul>
<b>WRB20A.3 Provide Aftercare Advice</b>	<ul style="list-style-type: none"> <li>• Questioning and active listening used to obtain client feedback.</li> <li>• Relevant outcomes of service recorded accurately and legibly.</li> <li>• Future treatment program recommended according to client's needs.</li> <li>• Treatment plan revised as required.</li> <li>• After care advice and guidelines accurately provided according to client's needs.</li> <li>• Product recommendations made according to client requirements.</li> <li>• Client rebooked according to agreed treatment plan.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to the performance of nail art application.
- Salon hygiene policies and procedures.
- State and local Health Regulations.
- Relevant state and local regulations/legislation in regard to Occupational Health and Safety.
- Salon product range and manufacturers instructions.
- Salon time-frame allocated for the performance of nail art.
- Nail art application may include:
  - adornments/jewellery
  - decorative designs
  - water decals
  - adhesive backed tape and decals
  - rhinestones
  - hand painted designs.
- Specialist nail art may include:
  - air brush designs.
- Equipment used may include:
  - electric drill/hand drill
  - table with air venting facility
  - brushes
  - scissors
  - marbilizer/dotter
  - methods of venting air.
  - air brush machine (where applicable)
- Skin/nail disorders may be contagious or non contagious. Contagious conditions may include:
  - bacterial, viral, or fungal infections
- Contraindications may include:
  - skin or nail disorders or diseases
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to the performance of nail art application.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and salon hygiene policies, including disinfection procedures.
- Knowledge of and consistent application of safe work practices, including first aid, in regard to the performance of nail art application and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and management of local and general contra-indications/special precautions to treatment and specific treatment complications/contra-actions and conditions which may indicate referral to an appropriate professional according to the range of variables.
- Evidence of the ability to read, accurately interpret, and consistently apply, manufacturers instructions regarding the selection and application of products, and use of tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's nails and design a treatment plan to meet the client's needs including:
  - type of artificial nails procedure/techniques/product
  - type of nail art to be used
  - areas requiring corrective/remedial services
- Knowledge and skill in the performance of nail art application.
- Knowledge and skill in the application and the performance of nail art application for a variety of artificial nail products according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate the nail art application service and advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to the performance of nail art application.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's nails and design a treatment plan.
- awareness of the effect of changes created by complementary nail shapes and designs.
- knowledge of the salon product and equipment range.
- knowledge of the effects and benefits of a defined range of salon nail art products.
- knowledge of ingredients and the effects of products used for nail art.
- knowledge of care and disinfection requirements for nail art electrical equipment, implements and service area.
- awareness of the conditions which indicate client referral to a medical practitioner or other professional and referral procedures.
- knowledge of methods of venting air.
- knowledge of principles of design in relation to the performance of nail art service.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites for this Unit are Units 1 to 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a variety of nail art services have been performed. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit may be assessed through access to a range of clients requiring nail decoration, a professional manicure table, operator/ client chair in a fully equipped, adequately ventilated treatment area with a range of nail art products.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

# WRB21A Design and Apply Make Up

---

**This unit encompasses those competencies used in designing and applying suitable make up techniques for domestic street wear, business, pleasure, social, time of day and special occasion.**

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB21A.1 Prepare Client</b>	<ul style="list-style-type: none"><li>• Protective covering placed to protect client's hair and clothes as required.</li><li>• Client positioned comfortably on chair or couch.</li><li>• Contra-indications/precautions accurately identified, noted and client advised accordingly.</li><li>• Client's skin type/condition accurately assessed to determine appropriate product application techniques.</li></ul>
<b>WRB21A.2 Cleanse Face</b>	<ul style="list-style-type: none"><li>• Suitable cleansing product identified for client's skin type/different areas of face.</li><li>• Client's skin cleansed thoroughly, the procedure explained to the client.</li></ul>
<b>WRB21A.3 Analyse Face and Design Make up Plan</b>	<ul style="list-style-type: none"><li>• Client's facial shape accurately identified and noted.</li><li>• Facial areas requiring highlighting/shading techniques assessed to determine correct product application.</li><li>• Facial areas requiring corrective/camouflage make-up accurately identified, and client advised accordingly.</li><li>• Image identified accurately to design for occasion and wear suitability.</li><li>• Colour design principles including tonal values, applied according to client requirements.</li><li>• Pre determined make-up plan accurately identified, noted and agreed with client.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB21A.4 Select Products and Equipment</b>	<ul style="list-style-type: none"> <li>• Products suitable for make-up plan, including oil based, water based, solid or fluid and with varying degrees of coverage and pigmentation, selected and agreed with client.</li> <li>• Make-up tools including brushes and sponges identified and selected according to product manufacturers recommendations and make up plan.</li> <li>• Correct usage and care of make up and equipment identified and applied according to manufacturers recommendations.</li> </ul>
<b>WRB21A.5 Apply Make-Up</b>	<ul style="list-style-type: none"> <li>• Products applied in sequence according to product manufacturer's recommendations, determined outcomes, salon/store, location procedures and Health and Hygiene requirements.</li> <li>• Procedures explained accurately to client during application.</li> <li>• Make-up application result matches client's expectation/specified outcomes where possible.</li> <li>• Make-up application result must be stable and be suitable for the day/evening, natural and artificial light and to clients requirements.</li> </ul>
<b>WRB21A.6 Advise On Further Product Use</b>	<ul style="list-style-type: none"> <li>• Client advised of suitable homecare products / treatments.</li> <li>• Product use including various types of foundation, eyeshadows, blushes, mascaras, lipsticks and complementary tools or equipment clearly explained and application demonstrated as required.</li> <li>• Possible contra-indications/contra-actions clearly explained to client.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to skin type and condition and selection of skin care products.
- Salon/store hygiene policies and procedures.
- State and local health regulations.
- Salon/store product range and manufacturer's instructions.
- Salon/store time-frame allocated for the performance of make-up application.
- Skin disorders may be contagious or non contagious. Contagious conditions may include:
  - bacterial, viral or fungal infectionsNon contagious disorders may include:
  - various types of acne
  - dermatitis
  - eczema
  - allergic reactions.
- Contra-indications/precautions may include:
  - contagious and non contagious diseases
  - sunburn
  - trauma
  - bruises
  - cosmetic and general surgery and other visible non-normal skin.
- Facial shapes to elements and principals of design and their combinations.
- Skin types may include, normal, dry, combination, sensitive, mature, pigmented, colour and tone.
- Make-up context may be, business, pleasure, social, time of day, and special occasion.
- Make up products may include:
  - pre make-up products and stabilisers
  - concealers
  - foundation (liquid/solid)
  - powders
  - eyeshadows (matt/frosted)
  - blushes
  - mascaras (powder, liquid, wand)
  - lipsticks
  - pencils



## RANGE OF VARIABLES (CONTINUED)

- Make-up equipment may include:
  - brushes
  - sponges
  - applicators
  - pallets
  - lash curlers
  - artificial lashes
  - tweezers
  - magnifying mirror
  - containers/tray etc
  - pencil sharpeners
  - spatulas
  - make up box
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Techniques may include the incorporation of elements and principles of design, corrective, colour principles.
- Work may be performed in a salon/store, situation or on location.
- The range of skills may vary between the salon/store.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon/store policies and procedures in regard to facial shape, selection of make up products, tools/equipment and make up application.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and of salon/store policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of make up services and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and procedures to be followed in regard to local and general contra-indications/special precautions for treatment and specific treatment complications/contraindications according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's face and the image/occasion/basic wardrobe and design and record a make-up plan, including:
  - facial areas requiring highlighting/shading
  - product application techniques
  - areas requiring corrective make-up
  - recognition of client image and occasion
  - colour design principles.
  - application to lighting natural and artificial
- Knowledge and skill in the application of a variety of make up products according to the range of variables.
- Knowledge and skill in the application of make-up products for a variety of skin types according to the range of variables.
- Knowledge and skill in the application of make-up for a variety of contexts according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a make-up and to both advise and demonstrate to the client on methods of self application.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements.
- the provisions of relevant Occupational Health and Safety regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon/store policies and procedures in regard to facial shape, selection of make up products and tools/equipment and make up application.
- the ability to recognise and respond appropriately to general and local contra-indications and contra-actions including those which indicate referral to an appropriate professional.
- knowledge of face and body shapes and their relationship to the elements and principles of design.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to make up services, including a simplified cross-section of skin.
- knowledge of the body systems as listed below, in regard to their relationship to facial and body shapes and to the skin, muscles and nerves.
  - skeletal and muscular
  - nervous system and its relationship to skin sensations
  - circulatory systems in regard to its relationship to skin function
- knowledge of the following in regard to make-up services:
  - effects of lighting natural/artificial on cosmetics
  - colour design principles
  - colour wheel, primary, secondary, complementary colours, grey scale
  - tonal value
  - differences between tone, value, hue and shade
- knowledge of cosmetic chemistry/ingredients in relevant make up products particularly in regard to their likely effects on the skin.
- ability to determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
- the ability to analyse the client's face and design a make-up plan using the following information:
  - colour analysis
  - skin types and conditions
- knowledge of colour physics and its application in make-up application.
- awareness of the effect of changes created by specific make-up products and colour application techniques.
- knowledge of the salon/store product range.
- awareness of the effects and benefits of a defined range of salon/store make-up products.

### Interdependent assessment of units

**This refers to an assessment relationship between units.**

Prerequisites to this Unit are Units 1 to 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a make-up plan has been developed and applied for a range of make-up services. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a range of clients, presenting with a range of requirements in a salon, store/simulated salon/store assessment area or on location. Access to a make up kit including a range of products and equipment, make up mirror, lighting, chair and make up plan proforma will be required.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	1	1	1	1	1



## WRB22A

# Design and Apply Make Up for Photography

---

This unit encompasses the competencies used in designing and applying suitable make-up techniques for photography.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB22A.1 Prepare Client</b>	<ul style="list-style-type: none"><li>• Protective covering placed to protect client's hair and clothes.</li><li>• Client positioned comfortably on chair or couch.</li><li>• Contra-indications accurately identified, noted and client advised accordingly.</li><li>• Client's skin type and condition accurately assessed to determine appropriate product application techniques.</li></ul>
<b>WRB22A.2 Cleanse Face</b>	<ul style="list-style-type: none"><li>• Suitable cleansing product identified for client's skin type and different areas of the face.</li><li>• Client's skin cleansed thoroughly all make-up removed and procedure explained to client.</li></ul>
<b>WRB22A.3 Analyse Face</b>	<ul style="list-style-type: none"><li>• Client's facial shape accurately identified and noted.</li><li>• Facial areas requiring highlighting and shading, assessed to determine correct product application.</li><li>• Facial areas requiring corrective and camouflage make-up accurately identified, noted and client and or photographer advised accordingly.</li><li>• Pre determined make-up plan accurately identified, and agreed with client and/or photographer.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB22A.4 Analyse Context</b></p>	<ul style="list-style-type: none"> <li>• Required “look/image” determined and agreed with photographer.</li> <li>• Colour physics accurately identified and applied to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day.</li> <li>• Chemical reactions under given conditions for relevant products accurately identified.</li> <li>• Image identified accurately for black and white and colour photography.</li> <li>• Photography procedures and techniques and their relationship to make-up design identified accurately.</li> <li>• Lighting type, position, reflectors and absorbers natural and artificial, accurately identified.</li> <li>• Film stock to be used, accurately identified, including high, medium and low key, and make up design adjusted accordingly.</li> <li>• Print procedures including type of print, chromatics, types of glass, accurately identified.</li> </ul>
<p><b>WRB22A.5 Apply Make-up</b></p>	<ul style="list-style-type: none"> <li>• Make-up plan/design accurately selected and agreed with photographer.</li> <li>• Make-up product selected and agreed with photographer.</li> <li>• Products applied in sequence according to product manufacturer’s recommendations, determined outcomes ie. make up plan/design, Health and Hygiene requirements and salon procedures.</li> <li>• Make-up application result matches photographers/stylists expectation and specified outcomes where possible.</li> <li>• Make-up applied to décolletage, neck, hands and feet according to make up plan as required.</li> <li>• Make-up designed and applied to reflect looks including those for sophisticated, vivacious, sultry, glamour, natural and no make-up and for black and white and colour photography according to current fashion trends.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to facial analysis, selection of make up products and tools/equipment and photographic make up application.
- Salon hygiene policies and procedures.
- State and local health regulations.
- Salon product range and manufacturer's instructions.
- Salon time-frame allocated for the performance of make-up application.
- Skin disorders may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infectionsNon contagious may include:
  - various types of acne
  - dermatitis
  - eczema
  - allergic reactions.
- Contra-indications may include:
  - sunburn
  - trauma
  - bruises
  - significant scarring
  - scabies
  - warts
  - herpes
  - eczema
  - psoriasis
  - acne
  - cosmetic and general surgery and other visible non-normal skin.
- Facial shapes may include, oval, square, round, oblong, triangular or any combination of these.
- Techniques may include correction of eyes, nose, lips.
- Skin types may include, normal, dry, combination, sensitive, mature, pigmented, colour and tone.
- Make-up context may be, business, pleasure, social, time of day, wedding, special occasion, fashion, catwalk.
- Make up products may include:
  - pre make-up products and stabilisers
  - concealers
  - foundation (liquid/solid)
  - powders
  - eyeshadows(matt/frosted)
  - blushes
  - mascara's (powder, liquid, wand)
  - lipsticks
  - pencils



## RANGE OF VARIABLES (CONTINUED)

- Make-up equipment may include:
  - brushes
  - sponges
  - applicators
  - pallets
  - lash curlers
  - artificial lashes
  - tweezers
  - magnifying mirror
  - containers/tray etc
  - pencil sharpeners
  - spatulas
  - make up box
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Techniques may include, the incorporation of elements and principles of design, corrective, camouflage, colour principles.
- Photography and lighting.
- Bridal/wedding, general photography, black and white, colour, glamour, drama, fashion, commercial.
- Image to design.
- Wardrobe and background colour balance.
- Work may be performed in a salon situation or on location.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to facial analysis, selection of make up products tools/equipment and photographic make up application.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of make up services and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's face and the image/occasion/basic wardrobe and design and record a make-up plan, including:
  - facial areas requiring highlighting/shading
  - product application techniques
  - areas requiring corrective make-up
- Knowledge and skill in the application of a variety of make-up products according to the range of variables.
- Knowledge and skill in the application of make-up products for a variety of skin types according to the range of variables.
- Knowledge and skill in the application of make-up for a variety of contexts according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a make-up and to advise the photographer where applicable.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements.
- the provisions of relevant Occupational Health and Safety regulations/requirements.
- knowledge of salon policies and procedures in regard to facial analysis, selection of make up products and tools/equipment and make up application.
- the ability to recognise and respond appropriately to general and local contra-indications and contra-actions including those which indicate referral to an appropriate professional.
- knowledge of face and body shapes and their relationship to the elements and principles of design.
- the ability to analyse the client's face and design a make-up plan using the following information:
  - colour analysis.
  - skin analysis.
  - lighting analysis
- knowledge of anatomy and physiology of the skin and skin structures as it relates to make up services, including a simplified cross-section of skin.
- knowledge of the body systems as listed below, in regard to their relationship to facial and body shapes and to the skin, muscles and nerves.
  - skeletal and muscular
  - nervous system and its relationship to skin sensations
  - circulatory system in regard to its relationship to skin function
- knowledge of cosmetic chemistry/ingredients in relevant make up products, particularly in regard to their likely effects on the skin.
- ability to determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
- knowledge of the following in regard to make-up services:
  - effects of lighting on cosmetics
  - colour design principles
  - colour wheel, primary, secondary, complementary colours, grey scale
  - black and white photography
  - black and white/ colour reproduction
  - tonal value
  - differences between tone, value, intensity, hue and shade
- awareness of the importance of the recognition of client image and occasion.
- knowledge of the salon product range for photographic make up.
- awareness of the effects and benefits of a defined range of salon make-up products.
- knowledge of colour physics and its application to lighting techniques and natural lighting, time of day, wardrobe, studio/location and background.
- awareness of the effect of changes created by specific make-up products and colour application techniques.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites to this unit are Units 1 to 8, and Unit 21 “Design and Apply Makeup”.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a make-up plan has been developed and applied for a range of photographic make-up services. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

## EVIDENCE GUIDE (CONTINUED)

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a range of clients, presenting with a range of requirements in a salon/simulated salon assessment area or on location. Access to a make up kit including a range of products and equipment, make up mirror, lighting(studio and natural), camera or photographer with camera, chair and make up plan proforma will be required.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	1	1	2	1

# WRB23A

# Design and Apply Remedial Camouflage

---

This unit encompasses the competencies used in designing and applying remedial camouflage techniques for client's with special needs.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB23A.1 Prepare Client</b>	<ul style="list-style-type: none"><li>• Protective covering placed to protect client's hair and clothes.</li><li>• Client positioned comfortably on chair or couch.</li><li>• Contra-indications accurately identified, noted and client advised accordingly.</li><li>• Client's skin type and condition accurately assessed to determine appropriate product application techniques.</li></ul>
<b>WRB23A.2 Cleanse Skin</b>	<ul style="list-style-type: none"><li>• Appropriate cleansing product accurately identified for client's skin type.</li><li>• Client's skin cleansed thoroughly, and procedure explained to client.</li></ul>
<b>WRB23A.3 Analyse Treatment Area</b>	<ul style="list-style-type: none"><li>• Client's characteristics accurately identified and noted.</li><li>• Skin tone identified/recorded and application of foundation/base maintained to skin tone.</li><li>• Facial or body areas requiring remedial camouflage accurately identified and recorded.</li><li>• Pre-determined remedial camouflage plan accurately identified and agreed with client.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB23A.4 Select Products and Equipment</b>	<ul style="list-style-type: none"> <li>• Products suitable to achieve remedial camouflage make-up plan, including oil-based, water based, solid or fluid and with varying degrees of coverage and pigmentation, selected and agreed with client.</li> <li>• Make up tools including brushes and sponges identified and selected according to product manufacturers recommendations and make-up plan.</li> <li>• Correct usage and care of make-up equipment identified and applied according to manufacturers recommendation.</li> </ul>
<b>WRB23A.5 Apply Remedial Camouflage</b>	<ul style="list-style-type: none"> <li>• Products applied in sequence according to product manufacturer's recommendations, pre-determined outcomes, salon procedures and Health and Hygiene requirements.</li> <li>• Procedures accurately explained to client during application.</li> <li>• Remedial camouflage application result matches client's expectation, treatment plan and specified outcomes where possible.</li> <li>• Camouflage set using products and procedures according to manufacturer's instructions.</li> <li>• Relevant outcomes of remedial camouflage treatment accurately evaluated, noted and recommendations for further treatment made according to client requirements.</li> <li>• Sources of referral accurately advised of treatment progress as required.</li> <li>• Procedures for removal of camouflage make up, clearly and accurately explained to client.</li> </ul>
<b>WRB23A.6 Advise on Further Product Use</b>	<ul style="list-style-type: none"> <li>• Client advised of suitable homecare products and treatments.</li> <li>• Product use clearly explained and application demonstrated as required.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to skin analysis and selection of remedial skin care products.
- Salon hygiene policies and procedures.
- State and local health regulations.
- Salon product range and manufacturer's instructions.
- Salon time-frame allocated for the performance of remedial camouflage application.
- Skin disorders may be contagious or non contagious. Contagious conditions may include:
  - bacterial, viral or fungal infectionsNon contagious may include:
  - various types of acne
  - dermatitis
  - eczema
  - allergic reactions.
- Contra-indications may include:
  - sunburn
  - trauma
  - bruises
  - significant scarring
  - scabies
  - warts
  - herpes
  - eczema
  - psoriasis
  - acne
  - cosmetic and general surgery and other visible non-normal skin.
- Facial shapes to elements and principals of design and their combination.
- Skin types may include, normal, dry, combination, sensitive, mature, pigmented, colour and tone.
- Conditions requiring camouflage may include, capillary naevus, strawberry naevus, keloid, chloasma, vitiligo, spider naevus, moles or pigmented naevi, leucaderma, quiescent scar tissue, rosacea, psoriasis, tattoo's.
- Make up products may include:
  - pre make-up products and stabilisers / waterproof product.
  - concealers
  - foundation (liquid/solid)
  - powders
  - eyeshadows (matt/frosted)
  - blushes
  - mascara's (powder, liquid, wand)
  - lipsticks
  - pencils



## RANGE OF VARIABLES (CONTINUED)

- Make-up equipment may include:
  - brushes
  - sponges
  - applicators
  - pallets
  - lash curlers
  - artificial lashes
  - tweezers
  - magnifying mirror
  - containers/tray etc
  - pencil sharpeners
  - spatulas
  - make up box
- Make-up context may be, blemish covering, skin and blemish matching, birthmarks, burns or scars.
- Make up may be applied to face or body.
- Camouflage may include use of prosthetics.
- Sources of referral may include, physician, dermatologist, plastic or cosmetic surgeon, occupational therapist, social worker, manufacturer.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Work may be performed in a salon situation or on location.
- Techniques may incorporate, the use of elements and principles of design, corrective, camouflage, colour principles, self application, assisted application, cosmetic restoration.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures in regard to facial analysis, selection of make up products and tools/equipment and camouflage make up application.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of make up services and safe use of product according to Occupational Health and Safety regulations/requirements.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's face and design a make-up plan, including:
  - facial or other areas requiring camouflage
  - product application techniques
  - areas requiring corrective make-up
- Knowledge and skill in the application of a variety of make up products according to the range of variables.
- Knowledge and skill in the application of make-up products for a variety of skin types according to the range of variables.
- Knowledge and skill in the application of camouflage make-up to the face or body for a variety of contexts including blemish covering, skin and blemish matching, birthmarks and scars. The use of prosthetics should also be evidenced according to the range of variables.
- Evidence of the ability to evaluate a make-up and to both advise and demonstrate to the client on methods of self application.
- Awareness of the conditions under which referral to an appropriate professional is indicated.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to record client details and report to sources of referral.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements.
- the provisions of relevant Occupational Health and Safety regulations/requirements.
- knowledge of salon policies and procedures in regard to facial analysis, selection of make up products and tools/equipment and camouflage make up application.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's face and design a camouflage make-up plan using the following information:
  - colour analysis
  - skin analysis
  - elements and principles of design
- knowledge of face and body shapes and their relationship to the elements and principles of design.
- awareness of the effect of changes created by specific make-up products and colour application techniques.
- knowledge of the salon range of camouflage products including underlying colour tones, pigmentation coverage.
- awareness of the effects and benefits of a defined range of salon make-up products.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to make up services, including a simplified cross-section of skin.
- knowledge of the body systems as listed below, in regard to their relationship to facial and body shapes and to the skin, muscles and nerves.
  - skeletal and muscular
  - nervous system and its relationship to skin sensations
  - circulatory systems in regard to its relationship to skin function
- knowledge of the following in regard to make-up services:
  - effects of lighting natural/artificial on cosmetics
  - colour design principles
  - colour wheel, primary, secondary, complementary colours, grey scale
  - tonal value
  - differences between tone, value, hue and shade
- knowledge of cosmetic chemistry/ingredients in relevant make up products particularly in regard to their likely effects on the skin.
- ability to determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites to this unit are Units 1 to 8, and Unit 21 "Design and Apply Makeup".

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a make-up plan has been developed and applied for a range of camouflage make-up services. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to a range of clients, presenting with a range of requirements in a salon/simulated salon assessment area or on location. Access to a makeup kit including a range of products and equipment, make-up mirror, lighting, chair and make-up plan proforma will be required.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	1	1	1	1	2	1



## WRB24A

# Assess Client's Treatment Needs

---

This unit relates to those competencies required to consult with clients and assess treatment needs and develop a treatment plan for a range of beauty treatments.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB24A.1 Determine Clients' Requirements</b>	<ul style="list-style-type: none"><li>• Questioning and active listening used to obtain relevant information to determine client's expectations/requirements.</li><li>• Clients' enquiries, suggestions, comments and requests actively encouraged and responded to.</li><li>• Clients' needs evaluated to enable accurate advice and recommendations for products and services.</li><li>• Discretion and tact maintained.</li></ul>
<b>WRB24A.2 Analyse Client Characteristics</b>	<ul style="list-style-type: none"><li>• Clients' characteristics accurately identified by physical and visual examination.</li><li>• Clients skin type, texture and condition accurately identified.</li><li>• Client's medical history and abnormal skin conditions relevant to treatment accurately identified.</li><li>• Client's lifestyle and personality accurately evaluated to determine client requirements.</li><li>• Client's lifestyle evaluated and discussed in regard to the likely effect on successful future treatments and results to be expected.</li><li>• Client's history card and assessment details accurately recorded.</li></ul>

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****WRB24A.3 Identify Contraindications/  
Precautions**

- Contraindications including infectious and non infectious skin disorders/diseases identified where applicable and referred to appropriate professional where required.
- Options/limitations for future treatments assessed and discussed according to client characteristics/contraindications.
- Contraindications/precautions to relevant treatments accurately identified, discussed with client and referred to relevant professional as required.
- Where contra-indications established, medical approval obtained by the client prior to treatment as required.

**WRB24A.4 Determine Treatment Plan**

- Treatment plan for relevant treatment determined according to client analysis and feedback and known effects of treatments to achieve desired outcomes.
- Client informed of estimated treatment time, frequency and cost according to salon policy.
- Agreement negotiated and agreed with client on proposed treatment plan.
- Client's home care and lifestyle change recommendations clearly communicated to client.
- Details of client's treatment plan accurately recorded on salon record system.
- Clients permission obtained and consent form signed where applicable.

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to consultation with clients, and the diagnosis of skin conditions relevant to treatment.
- Salon hygiene policies and procedures.
- Relevant Occupational Health and Safety legislation.
- State and local government Health Regulations.
- Industry Codes of Practice.
- Consultations may be performed on clients with different characteristics including:
  - skin types
  - skin texture
  - skin condition
  - body types
  - psychological states
  - physiological states
- Consultation may be undertaken with clients with regard to:
  - skin types
  - skin conditions
  - product recommendations
  - service recommendations
  - lash and/or brow tint
  - face and/or hair bleaching
  - make - up design and application
  - permanent and temporary epilation
  - diathermy
  - cosmetic tattooing/micropigmentation
  - facial treatments
  - body treatments/massage
  - aromatic aesthetic treatments
- Salon range of treatment services and procedures.
- Factors likely to affect the suitability of each salon treatment to client's needs.
- Abnormal conditions may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes
  - impetigo
  - warts
  - scabies
  - pediculosis
  - boils and carbuncles
  - erysipelas
  - candidiasis



## RANGE OF VARIABLES (CONTINUED)

- Non-contagious conditions may include:
  - various types of acne
  - dermatitis
  - rosacea/couperose
  - psoriasis
  - eczema:
    - atopic
    - discoid
    - dishydrotic
    - pityriasis alba
    - winter eczema
    - varicose eczema
  - xanthelasma/rashes
  - dry skin
  - ichthyosis/excessively dry skin
  - sensitivity of the skin due to physical, chemical, environment, caused or induced by medication (internal/external)
  - pigmentation disorders
  - hypertrichosis
  - hirsutism
  - disorders of aging skin
  - sun related disorders, sun burn, sun/climate related skin damage
  - skin cancers, benign and malignant tumours
  - biological changes including puberty, menopause, premature aging, anorexia, anaemia
  - moles, lesions
  - milia, open and closed comedones
  - various types of cysts
  - open pores
  - dilated capillaries/couperose
  - puffiness around eyes
  - ephelides
  - trauma, bruises, significant scarring
  - allergic reactions
  - alopecia arcata
  - pityriasis rosea
  - and other visible non normal skin.

## RANGE OF VARIABLES (CONTINUED)

- Contraindications /precautions to treatment may include:
  - clients suffering any medical condition requiring a medical practitioner's consent
  - epilepsy
  - diabetes
  - malignancy
  - pregnancy
  - skin sensitive to products or treatments
  - very fine, fragile skin
  - various acne conditions
  - extensive distended capillaries.
  - allergic reactions
  - recent scars or adhesions
  - recent cosmetic surgery
  - bacterial, viral or fungal infections
  - skin disorders or diseases
  - septic conditions
  - heart conditions or circulatory diseases or disorders
  - respiratory disorders or diseases
  - bruises, cuts or abrasions
  - wind burn, sunburn
  - wounds, open lesions
  - excretory diseases or disorders.
- Salon treatment range of products, treatments and services, and manufacturer's instructions.
- Equipment used may include:
  - magnifying lamp or glasses
  - Woods lamp
- Lifestyle effects on client's skin and body may include:
  - tobacco
  - alcohol
  - exercise routine
  - poor nutrition
  - climate
  - stress
  - drugs/medications
  - neglect
  - use of unsuitable products
  - illness.
- Appropriate professional may include medical practitioners.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures, industry codes of practice in regard to consultation with clients and assessment of client's treatment requirements.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of client assessment procedures, and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse the client's face/body, identify the client's requirements/needs, refer clients to appropriate professional as required and develop and record a treatment plan including:
  - areas of the face/body requiring special treatment
  - range of appropriate treatment products, application techniques and equipment
  - range of appropriate massage movements and treatment procedures
  - review of previous treatments
- Evidence of ability and skill in selection of massage movements and routines of varying length to suit elasticity of skin, degree of subcutaneous fat, treatment products and massage mediums/lubricants according to the range of variables.
- Knowledge and skill in the selection of a variety of massage movements and techniques according to the range of variables.
- Knowledge and skill in the selection of a variety of treatment routines and procedures according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate outcomes of treatment and to advise the client on future treatments, home care and complementary products.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- knowledge of salon policies and procedures in regard to consultation with clients and assessment of client's treatment requirements.
- the ability to recognise and respond appropriately to general and local contraindications/precautions and contra-actions according to the range of variables including those which indicate referral to an appropriate professional.
- the ability to assess the client's needs and design a treatment plan.
- knowledge of the effects and benefits of a defined range of salon skin care and treatment products.
- knowledge of factors likely to affect the suitability of each salon treatment to clients' needs and the effects and benefits of treatments according to the range of variables.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals including: sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin aging and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on the skin
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin
  - trans epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora
- ability to determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes

## EVIDENCE GUIDE (CONTINUED)

- knowledge of the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin
  - olfactory sense in regard to relevant beauty treatments
- knowledge of abnormal skin conditions; their appearance, and symptoms.
- knowledge of skin disorders and diseases, their appearance and management.
- knowledge of basic nutrition guidelines including basic food groups, vitamins, healthy food pyramid.
- understanding of the relationship between nutrition and healthy skin particularly foods which may have an effect on the skin or which may be contra indicated in combination with relevant skin conditions or products used in a treatment procedure.
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature aging and possible contraindications in combination with other products or circumstances.
- knowledge of the operators legal and insurance liabilities and responsibilities in regard to services and to use and preparation of treatment products.
- knowledge of the causes of skin reactions/allergies in regard to treatments.
- ability to use equipment to aid assessment.
- ability to perform a skin/patch test procedure.
- awareness of the importance of the appearance and posture of operator.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites to this unit are Units 1 to 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a treatment plan has been developed for a range of beauty treatments. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of treatment requirements a fully equipped treatment area and a client treatment plan/record system.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & organising Activities	Working with Teams & others	Using mathematical ideas & techniques	Solving Problems	Using technology
3	3	3	2	1	3	1



# WRB25A

# Provide Facial Treatments

---

This unit deals with those competencies required to perform a range of manual facial and skin treatments.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB25A.1 Prepare Client for Facial Treatment</b>	<ul style="list-style-type: none"><li>• Treatment area, operator and client prepared for treatment according to Health and Hygiene requirements and salon procedures.</li><li>• Protective covering and headband placed to protect client's hair and clothes.</li><li>• Client positioned comfortably on the chair or couch.</li><li>• Treatment routine selected and sequenced according to client's treatment plan.</li><li>• Areas of the skin requiring special treatment and any abnormal conditions or contraindications, identified and noted.</li><li>• Procedures explained accurately to the client during the treatment.</li></ul>
<b>WRB25A.2 Assess Client Requirements</b>	<ul style="list-style-type: none"><li>• Client's requirements accurately identified and treatment plan, including an appropriate facial treatment, developed and accurately recorded as required.</li><li>• Success of previous treatment procedure reviewed, if applicable to assist client assessment.</li><li>• Areas of the face requiring special treatment identified and noted.</li><li>• Contra-indications including infectious and non infectious skin diseases/disorders and specific treatment contra-actions identified where applicable, explained to client, and referred to appropriate professional where required.</li><li>• Range of massage movements including effleurage, petrissage, tapotement, pincement, vibration and a massage routine suitable for client's treatment plan evaluated and selected.</li><li>• Treatment products selected, applied and removed according to client characteristics treatment/product ingredients and manufacturers instructions.</li></ul>



**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****WRB25A.3 Prepare Face**

- Client's skin cleansed thoroughly and all make-up removed.
- Client's skin exfoliated according to agreed treatment plan as required.
- Steaming of the skin performed according to agreed treatment plan as required.
- Minor blemishes extracted/removed, according to treatment plan, skin piercing regulations and Health and Hygiene requirements as required.
- Treatment procedures undertaken with extreme care in sensitive facial areas especially around the eyes and ears to minimise skin trauma and avoid infection.
- After care treatment/procedures applied as required according to treatment plan.

**WRB25A.4 Perform Massage**

- Appropriate massage medium applied according to treatment requirements.
- Massage movements are smooth and flowing, including transitions between strokes, and applied with pressure suited to client needs.
- No pressure to be applied to the trachea.
- Rhythm, repetition and variation of massage movements suited to elasticity of skin, degree of subcutaneous fat, treatment products and clients needs.
- Length of massage routine suited to the client's requirements.

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****WRB25A.5 Apply Skin Care Products**

- Mask/s suitable to achieve identified outcomes selected and agreed with the client.
- Mask/s applied in sequence according to product manufacturers recommendations, Health and Hygiene requirements and salon procedures.
- Mask/s removed completely as required and without discomfort to client.
- Treatment result matches client's expectations and specified outcomes as far as possible.
- After-treatment products applied to ensure the skin is clean and protected.

**WRB25A.6 Advise on Further Treatments**

- Relevant outcomes of treatment accurately evaluated, noted and recommendations for further treatment/s made according to client requirements.
- Relevant treatment plan revised according to evaluation outcomes.
- Client advised of suitable homecare products, treatments and appropriate lifestyle changes.
- Product use clearly explained and application demonstrated as required.
- Possible contra-indications and contra actions clearly explained to client.
- Client advised of expected outcomes of future treatments.
- Product recommendations made according to client requirements.
- Client rebooked according to agreed treatment plan.

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to skin analysis, selection of face and skin care products and performance of a manual facial massage.
- Salon hygiene policies and procedures.
- State and local health regulations.
- Salon product range and manufacturers instructions.
- Salon time-frame allocated for the performance of a facial/skin treatment.
- Skin types/conditions may include:
  - normal
  - dry
  - oily
  - combination
  - sensitive
  - dehydrated
  - mature
  - congested
  - acne
  - sun damaged
  - couperose.
- Contra-indications/precautions may include:
  - contagious and non contagious skin diseases/disorders
  - fragile skin
  - respiratory diseases
  - cuts, bruises, trauma to skin
  - burns, including sunburn
  - claustrophobia
  - conditions requiring medical attention - especially skin cancer.
- Abnormal conditions may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes
  - impetigo
  - warts
  - scabies
  - pediculosis
  - boils and carbuncles
  - erysipelas
  - candidiasis
- Non-contagious conditions may include:
  - various types of acne
  - dermatitis
  - rosacea/couperose
  - psoriasis

## RANGE OF VARIABLES (CONTINUED)

- eczema:
    - atopic
    - discoid
    - dishydrotic
    - pityriasis alba
    - winter eczema
    - varicose eczema
  - xanthelasma/rashes
  - dry skin
  - ichthyosis/excessively dry skin
  - sensitivity of the skin due to physical, chemical, environment, caused or induced by medication (internal/external)
  - pigmentation disorders
  - hypertrichosis
  - hirsutism
  - disorders of aging skin
  - sun related disorders, sun burn, sun/climate related skin damage
  - skin cancers, benign and malignant tumours
  - biological changes including puberty, menopause, premature aging, anorexia, anaemia
  - moles, lesions
  - milia, open and closed comedones
  - various types of cysts
  - open pores
  - dilated capillaries/couperose
  - puffiness around eyes
  - ephelides
  - trauma, bruises, significant scarring
  - allergic reactions
  - pityriasis rosea
  - and other visible non normal skin.
- Contra-actions may include:
    - erythema arising from skin care products or massage medium
    - skin blemishes due to massage stimulation
  - Appearance and management of specific treatment complications may include:
    - allergic reactions of the skin or body to treatments or products
    - erythema or inflammatory reaction to treatment or product
    - psychological reactions of the client, to the treatment or the products
    - conditions which indicate client referral to a medical practitioner or other professional
  - Provision of face and neck massage will include the following movements:
    - effleurage
    - petrissage
    - tapotement
    - vibrations
  - Optional massage movements may include:
    - Dr Jacquet
    - pressure point
    - superficial lymph drainage.

## RANGE OF VARIABLES (CONTINUED)

- Preparation of clients and provision of skin care treatments may include:
  - exfoliants, friction, biological and chemical
  - setting masks
  - non-setting masks
  - specialised masks
  - toning lotions
  - moisturisers
  - cosmetic treatment ampoules
- Methods of evaluating treatment and advising on aftercare may include homecare use of recommended products including:
  - cleansers
  - toners
  - moisturisers
  - remedial products
  - and recommended lifestyle and behavioural changes.
- Steaming methods may include towel or vapozone.
- Length of treatment may be varied to suit the elasticity of skin, skin condition, degree of subcutaneous fat, client physical and psychological state.
- Treatment areas may include face, décolletage and back.
- After care treatment procedures may include: application of anti bacterial/anti septic lotion.
- Appropriate professionals may include:
  - medical practitioner/specialist
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures industry codes of practice in regard to the performance of facial treatments.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of facial treatments services and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse client's face, and identify the client's requirements/needs, refer clients to appropriate professional as required and develop and record a treatment plan including:
  - areas of the face requiring special treatment
  - range of appropriate treatment products and application techniques
  - range of appropriate massage movements and treatment procedures
  - review of previous treatments
- Evidence of ability and skill in preparing the face for treatment.
- Evidence of ability and skill in selection of massage movements of varying length to suit elasticity of skin, skin condition, degree of subcutaneous fat and clients relaxation needs.
- Knowledge and skill in the application of a variety of treatment products, massage mediums/lubricants according to the range of variables.
- Knowledge and skill in the application of a variety of massage movements and techniques according to the range of variables.
- Knowledge and skill in the application of a variety of facial treatment routines and procedures according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a facial treatment and to advise the client on future treatments, home care and complementary products.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant Health and Hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant Occupational Health and Safety and First Aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of a facial treatment.
- the ability to recognise and respond appropriately to general and local contraindications/precautions and contra-actions according to the range of variables including those which indicate referral to an appropriate professional.
- the ability to analyse the client's face and design a treatment plan:
- knowledge of the effects and benefits of a defined range of salon skin care and facial treatment products.
- knowledge of factors likely to affect the suitability of each salon treatment to clients' needs and the effects and benefits of each step in facial treatments.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including :
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals including: sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin aging and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on the skin
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin
  - trans epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora
- ability to determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
- knowledge of the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular system including muscle contractibility and motor points, position and action of superficial muscles of the face, throat and chest.
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin
- knowledge of abnormal skin conditions; their appearance, and symptoms.
- knowledge of skin disorders and diseases, their appearance and management.

## EVIDENCE GUIDE (CONTINUED)

- knowledge of basic nutrition guidelines including basic food groups, vitamins, healthy food pyramid.
- understanding of the relationship between nutrition and healthy skin Particularly foods which may have an effect on the skin or which may be contra indicated in combination with relevant skin conditions or products used in a treatment procedure.
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature aging and possible contraindications in combination with other products or circumstances.
- knowledge of the operators legal and insurance liabilities and responsibilities in regard to services, and to use and preparation of treatment products.
- knowledge of the causes of skin reactions/allergies in regard to treatments.
- awareness of the importance of the appearance and posture of operator.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

The prerequisites for this are units 1 to 8 and Unit 24 “Assess Client’s Treatment Needs”.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of facial treatments has been provided. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.



## EVIDENCE GUIDE (CONTINUED)

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of skin types and treatment requirements, a professional massage couch in a fully equipped treatment area; a client record system, and a range of facial treatment and skin care products.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with others & in teams	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	1

## WRB26A

# Provide Advanced Facial Treatments

---

This unit requires a higher level of knowledge and skill for the assessment of client's skin and the performance of advanced facial treatment procedures. The treatments combine a range of techniques and deal with client's with a range of skin problems/requirements.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB26A.1 Prepare Client and Work Area for Facial Treatment.</b>	<ul style="list-style-type: none"><li>• Treatment area, operator and client prepared for treatment according to health and hygiene requirements and salon procedures.</li><li>• Protective covering and headband placed to protect client's hair and clothes.</li><li>• Client comfort, relaxation, privacy and confidentiality ensured throughout service.</li><li>• Treatment routine selected and sequenced according to client's treatment plan.</li><li>• Client clearly and accurately advised of any possible physical effects of the treatment and home care required.</li><li>• Client reassured during treatment as required and all questions answered fully and accurately.</li><li>• Room temperature adjusted according to client and treatment needs.</li><li>• Metallic jewellery removed from clients treatment area and operator where required.</li><li>• Client's skin prepared for specific treatment according to treatment plan.</li><li>• All necessary working materials are to hand.</li></ul>

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****WRB26A.2 Assess Client Requirements**

- Questioning and active listening used to obtain relevant information to determine client's expectations.
- Client's requirements accurately identified and treatment plan, including an appropriate facial treatment, developed and accurately recorded as required.
- Success of previous treatment procedure reviewed, if applicable to assist client assessment.
- Required outcomes of treatment plan confirmed with client according to client assessment records.
- Skin analysis conducted to determine clients' requirements including: areas of the skin/face requiring special treatment and any abnormal conditions or contra-indications/precautions, biological age, medical history, lifestyle and develop a treatment plan.
- Specific products and equipment identified and selected as required according to treatment plan.
- Contra-indications including infectious and non-infectious skin diseases/disorders and specific treatment contra-actions identified where applicable, explained to client, and referred to appropriate professional where required.
- Range of massage movements including effleurage, petrissage, tapotement, pincement, vibration and a treatment routine suitable for client's treatment plan evaluated and selected.
- Treatment routine/procedure especially use of electrical equipment if used, identified and evaluated according to client's physical and psychological needs and clearly explained to client.
- Where electrical equipment used, electrical current output, intensity application and duration of treatment suited to the client's specific needs, according to treatment plan.
- Treatment products selected, applied and removed according to client characteristics treatment/product ingredients and manufacturers instructions.

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****WRB26A.3 Prepare Face**

- Client's skin cleansed thoroughly and all make-up removed.
- Client's skin exfoliated according to agreed treatment plan as required.
- Steaming of the skin performed according to agreed treatment plan as required.
- Minor blemishes extracted/removed, according to treatment plan, skin piercing regulations and health and hygiene requirements as required.
- Treatment procedures undertaken with extreme care in sensitive facial areas especially around the eyes and ears to minimise skin trauma and avoid infection.
- After care treatment/procedures applied as required according to treatment plan.

**WRB26A.4 Treat Prematurely Aged Skin**

- Biological age and aging of skin compared, and where discrepancy occurs additional questions asked to elicit possible cause.
- Treatment routine combining a variety of massage movements, procedures and routines applied according to treatment plan requirements.
- No pressure to be applied to the trachea.
- Rhythm, repetition and variation of massage movements suited to elasticity of skin, skin condition, degree of subcutaneous fat, treatment products and clients relaxation needs.
- Micro currents used to tone the skin and firm muscles as required.
- Galvanic current used to increase hydration and nourishment of the skin using a combination of serums as required.
- High frequency treatment selected and applied according to treatment plan as required.
- Nourishing masks, oils, ampoules selected, applied and removed according to manufacturers instructions and treatment plan requirements.
- Length of treatment suited to the client's requirements.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB26A.5 Treat Red, Flushed Skin (Erythema)</b></p>	<ul style="list-style-type: none"> <li>• Treatment routine combining different types of massage movements and procedures including decongestive massage to reduce redness, applied according to treatment plan requirements.</li> <li>• No pressure to be applied to the trachea.</li> <li>• Rhythm, repetition and variation of massage movements suited to clients' requirements.</li> <li>• Desincrustation and/or iontophoresis treatments provided to deeply cleanse the skin, and/or increase the skin's susceptibility to infusion of vasoconstrictive/anti inflammatory serums selected and applied according to treatment plan as required.</li> <li>• Manual and/or mechanical superficial lymph drainage routines/procedures including vacuum suction treatment provided, to encourage superficial lymphatic drainage to diminish oedema or decongest the skin according to treatment plan as required.</li> <li>• Low intensity laser treatment used to decongest the skin and/or accelerate the skin's healing capacity where required, according to treatment plan.</li> <li>• Calming, soothing masks, oils, ampoules selected, applied and removed according to manufacturers instructions and treatment plan requirements.</li> <li>• Length of treatment suited to the client's requirements.</li> </ul>
<p><b>WRB26A.6 Treat Mature Seborrhoea and/or Acne</b></p>	<ul style="list-style-type: none"> <li>• Treatment routines combining different, procedures, applied according to treatment plan requirements.</li> <li>• Peeling and steaming of the skin performed according to agreed treatment plan as required.</li> <li>• Intophoresis with desincrustation massage (dry massage) selected and applied according to treatment plan as required.</li> <li>• High frequency treatment selected and applied according to treatment plan as required.</li> <li>• Micro currents used to tone the skin and firm/strengthen muscles as required.</li> <li>• Low intensity laser treatment used to calm the skin according to treatment plan as required.</li> <li>• Calming, soothing masks, oils, ampoules selected, applied and removed according to manufacturers instructions and treatment plan requirements.</li> <li>• Length of treatment suited to the client's requirements.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
-----------------------	----------------------

**WRB26A.7 Advise on Further Treatments**

- Relevant outcomes of treatment and treatment data recorded accurately and legibly throughout the treatment
- Treatment plan amended as required and recommendations for further treatment/s made according to client or specific treatment requirements.
- Client advised of suitable homecare products, treatments and appropriate lifestyle changes as required.
- Complementary product recommendations made according to client requirements, treatment plan and product or equipment manufacturers specifications.
- Client advised of expected outcomes of future treatments.
- Client rebooked according to agreed treatment plan.

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to skin analysis, selection of face and skin care products and performance of advanced facial treatments.
- Salon hygiene policies and procedures.
- Industry codes of practice.
- State and local health regulations.
- Salon product range and manufacturers instructions.
- Salon time-frame allocated for the performance of an advanced facial/skin treatment.
- Premature aging may include sun damaged skin.
- Mature seborrhoea may include sun damaged skin or broken capillaries.
- Treatments may include:
  - micro currents
  - galvanic current
  - low intensity laser
  - high frequency
  - exfoliation
- Skin types/conditions may include:
  - normal
  - dry
  - oily
  - combination
  - sensitive
  - dehydrated
  - mature
  - congested
  - acne
  - sun damaged
  - couperose.
- Contra-indications/precautions may include:
  - contagious and non contagious skin diseases/disorders
  - fragile skin
  - respiratory diseases
  - cuts, bruises, trauma to skin
  - burns, including sunburn
  - claustrophobia
  - metal plates or pins, electronic implants
  - conditions requiring medical attention, especially skin cancer.
- Abnormal conditions may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes
  - impetigo
  - warts
  - scabies
  - pediculosis
  - boils and carbuncles
  - erysipelas

## RANGE OF VARIABLES

- Non- contagious conditions may include:
  - candidosis
  - various types of acne
  - dermatitis
  - rosacea/couperose
  - psoriasis
  - eczema:
    - atopic
    - discoid
    - dishydrotic
    - pityriasis alba
    - winter eczema
    - varicose eczema
  - xanthelasma/rashes
  - dry skin
  - ichthyosis/excessively dry skin
  - sensitivity of the skin due to physical, chemical, environment, caused or induced by medication (internal/external)
  - pigmentation disorders
  - hypertrichosis
  - hirsutism
  - disorders of aging skin
  - sun related disorders, sun burn, sun/climate related skin damage
  - skin cancers, benign and malignant tumours
  - biological changes including puberty, menopause, premature aging, anorexia, anaemia
  - moles, lesions
  - milia, open and closed comedones
  - various types of cysts
  - open pores
  - dilated capillaries/couperose
  - puffiness around eyes
  - ephelides
  - trauma, bruises, significant scarring
  - allergic reactions
  - pityriasis rosea
  - and other visible non normal skin.
- Contra-actions may include:
  - erythema arising from skin care products or massage medium
  - skin blemishes due to massage stimulation
- Appearance and management of specific treatment complications may include:
  - allergic reactions of the skin or body to treatments or products
  - erythema or inflammatory reaction to treatment or product
  - psychological reactions of the client, to the treatment or the products
  - conditions which indicate client referral to a medical practitioner or other professional



## RANGE OF VARIABLES (CONTINUED)

- Provision of face and neck massage will include the following movements:
  - effleurage
  - petrissage
  - tapotement
  - vibrations
  - pressure point
  - superficial lymph drainage.
- Equipment must include:
  - high frequency - direct and indirect
  - brush machines
  - galvanic iontophoresis and desincrustation
  - steamer/vapozones
  - neuromuscular electronic stimulator/low frequency.
- Equipment may include:
  - low level intensity laser
  - static and pulsating vacuum suction
  - micro currents
  - blend current
  - ultra violet
- Preparation of clients and provision of skin care treatments may include:
  - exfoliants, friction, biological and chemical
  - setting masks
  - non-setting masks
  - specialised masks
  - toning lotions
  - moisturisers
  - cosmetic treatment ampoules
- Methods of evaluating treatment and advising on aftercare may include homecare use of recommended products including:
  - cleansers
  - toners
  - moisturisers
  - remedial products
  - and recommended lifestyle and behavioural changes.
- Length of treatment may be varied to suit the elasticity of skin, skin condition, degree of subcutaneous fat, client physical and psychological state.
- Treatment areas may include face, décolletage and back.
- After care treatment procedures may include: application of anti bacterial/anti septic lotion.
- Appropriate professionals may include:
  - medical practitioner/specialist
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures industry codes of practice in regard to the performance of advanced facial treatments.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of advanced facial treatments and safe use of products and equipment according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Knowledge of the transmission routes of infectious conditions, and skills in the applications of standard infection control precautions.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse client's face, and identify the client's requirements/needs, refer clients to appropriate professional as required and develop and record a treatment plan including:
  - areas of the face requiring special treatment
  - range of appropriate treatment products, equipment and application techniques
  - range of appropriate massage movements and treatment procedures
  - review of previous treatments
- Evidence of ability and skill in preparing the face for treatment.
- Evidence of ability and skill in selection of massage movements of varying length to suit elasticity of skin, degree of subcutaneous fat and clients relaxation needs.
- Knowledge and skill in the application of a variety of treatment products, equipment, massage mediums/lubricants according to the range of variables.
- Knowledge and skill in the application of a variety of massage movements and techniques according to the range of variables.
- Knowledge and skill in the application of a variety of facial treatments routines and procedures according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a facial treatment and to advise the client on future treatments, home care and complementary products.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant health and hygiene regulations/requirements and skin penetration acts.
- the provisions of relevant occupational health and safety and first aid regulations/requirements
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of an advanced facial treatment.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's face and design a treatment plan:
- knowledge of the effects and benefits of a defined range of salon skin care and facial treatment products.
- knowledge of factors likely to affect the suitability of each salon treatment to clients' needs and the effects and benefits each step in advanced facial treatments.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including :
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals including: sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin aging and structural change
  - physiological basis of skin colour.
  - electromagnetic spectrum and effect of light on the skin.
  - normal skin response to irritation and trauma.
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin.
  - trans epidermal water loss.
  - wound healing in different skin types and locations.
  - percutaneous absorption and factors affecting penetration of cosmetics.
  - normal body flora.
- ability to determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
- knowledge of the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular system including muscle contractibility and motor points, position and action of superficial muscles of the face, throat and chest.
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin

- knowledge of abnormal skin conditions; their appearance, and symptoms.
- knowledge of skin disorders and diseases, their appearance and management.
- knowledge of basic nutrition guidelines including basic food groups, vitamins, healthy food pyramid.
- understanding of the relationship between nutrition and healthy skin. Particularly foods which may have an effect on the skin or which may be contra indicated in combination with relevant skin conditions or products used in a treatment procedure.
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature aging and possible contraindications in combination with other products or circumstances.
- knowledge of the operators legal and insurance liabilities and responsibilities in regard to services, and to use and preparation of treatment products
- knowledge of the causes of skin reactions/allergies in regard to treatments.
- awareness of the importance of the appearance and posture of operator.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites for this unit are Units 1-8, Unit 24, “Assess Client’s Treatment Needs” and Unit 25 “Provide Facial Treatments”.

### **Method and context of assessment**

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of advanced facial treatments has been provided.

Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

## EVIDENCE GUIDE (CONTINUED)

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of treatable skin abnormalities/ disorders, a professional massage couch in a fully equipped treatment area, a treatment record system and a full range of facial treatment and skin care products.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	2	2	1	2	1

# WRB27A

# Provide Body Treatments

---

This unit deals with those competencies required in performing a range of body treatments.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB27A.1 Prepare Client and Work Area for Body Treatments</b>	<ul style="list-style-type: none"><li>• Treatment area, operator and client prepared for treatment according to health and hygiene requirements and salon procedures.</li><li>• Client comfort, relaxation, privacy and confidentiality ensured throughout service.</li><li>• Treatment routine selected and sequenced according to client's treatment plan.</li><li>• Specific equipment and all relevant accessories prepared according to treatment plan.</li><li>• Treatment procedure especially use of electrical equipment explained clearly and fully to the client.</li><li>• Client clearly and accurately advised of any possible physical effects of the treatment and home care required.</li><li>• Client reassured during treatment as required and all questions answered fully and accurately.</li><li>• Room temperature adjusted and client kept warm and appropriately covered according to client and treatment needs.</li><li>• Metallic jewellery removed from clients treatment area and operator where required.</li><li>• Client's skin prepared for specific treatment according to treatment plan.</li><li>• All necessary working materials are to hand.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB27A.2 Assess Client Requirements</b>	<ul style="list-style-type: none"> <li>• Client's requirements accurately identified and treatment plan, including an appropriate body treatment, developed and accurately recorded as required.</li> <li>• Success of previous treatment procedure reviewed, if applicable to assist client assessment.</li> <li>• Areas of the body requiring special treatment identified and noted.</li> <li>• Contra-indications including infectious and non infectious skin diseases/disorders and specific treatment contra-actions identified where applicable, explained to client, and referred to appropriate professional where required.</li> <li>• Massage movements and routine identified and evaluated according to client's physical and psychological needs.</li> <li>• Range of massage movements including effleurage, petrissage, tapotement, pincement, vibration and a massage routine suitable for client's treatment plan evaluated and selected.</li> <li>• Treatment products selected, applied and removed according to client characteristics treatment plan and product ingredients and manufacturers instructions.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB27A.3 Perform Body Massage Techniques</b></p>	<ul style="list-style-type: none"> <li>• Operators hands and massage medium are warm throughout the treatment.</li> <li>• Techniques of massage delivered according to client's requirements.</li> <li>• Massage movements and transitions smooth and applied with frequency according to treatment plan.</li> <li>• Rhythm, repetition and variation of massage movements suited to elasticity of skin, degree of subcutaneous fat, treatment products and clients relaxation needs.</li> <li>• Massage routine evaluated and modified during treatment, according to client responses.</li> <li>• Length of massage routine suited to the client's needs.</li> <li>• Client's response monitored throughout the treatment and massage techniques adapted as required.</li> </ul>
<p><b>WRB27.4A Apply Body Treatment Products</b></p>	<ul style="list-style-type: none"> <li>• Area to be treated prepared according to treatment requirements and manufacturers instructions.</li> <li>• Treatment routine selected and sequenced according to client treatment plan.</li> </ul>



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB27A.5 Provide Electrical Body Treatments</b></p>	<ul style="list-style-type: none"> <li>• Equipment/apparatus prepared for treatment according to treatment plan and client requirements.</li> <li>• Equipment correctly and safely utilised in accordance with manufacturers instructions and Occupational Health and Safety Regulations.</li> <li>• Faradic low frequency current used for electroneuromuscular stimulation treatment for cellulite treatment or body muscle tone according to treatment plan as required.</li> <li>• Frimator brush treatment provided, to encourage desquamation of the epidermis to prepare for further electrotherapy according to treatment plan as required.</li> <li>• Galvanic current used for iontophoresis of appropriate cellulite product to body parts/s according to treatment plan as required.</li> <li>• Lymphatic circulation accelerated by electrotherapy with vacuum suction, to encourage dispersal of mild oedema, and cellulite according to treatment plan as required.</li> <li>• Hyperaemia accelerated by use of vapourzone, high frequency machine, infra red light therapy or hydrotherapy as required.</li> <li>• Gyrotory and vibratory apparatus used on the body/body parts to encourage relaxation and circulatory stimulation according to treatment plan as required.</li> <li>• Feedback elicited from client during treatment and required remedial action taken if indicated.</li> <li>• Re assurance given to the client throughout the treatment.</li> <li>• Need to adapt treatment routine/procedure identified and applied according to clients physiological and psychological needs as required.</li> <li>• Relevant outcomes of treatment and treatment data recorded accurately and legibly throughout the treatment and treatment plan amended as required with the client's consent.</li> </ul>

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****WRB27A.6 Provide Aftercare Advice**

- Questioning and active listening used to obtain client feedback.
- Future treatment program recommended according to client's needs.
- Treatment plan revised as required.
- After care advice and guidelines accurately provided according to client's needs.
- Product recommendations made according to client requirements.
- Client rebooked according to agreed treatment plan.

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to the performance of a body treatment.
- Salon hygiene policies and procedures.
- Relevant Occupational Health and Safety regulations.
- State and local health regulations.
- Industry codes of practice.
- Salon product range and manufacturers instructions.
- Salon time-frame allocated for the performance of a body treatment.
- Body treatments may include:
  - body massage
  - exfoliation
  - fake tan application
  - bust treatments
  - specific skin treatments for body areas
  - body wrap
  - superficial lymph drainage.
- Skin care/treatment products may include:
  - exfoliants, friction, biological and chemical
  - setting masks
  - non-setting masks
  - specialised masks
  - tanning products
  - specialised body treatment products
  - toning lotions
  - moisturisers
  - cosmetic treatment ampoules
- Massage medium/lubricants may include:
  - oils/gels
  - creams/milks/powder
- Classic and common massage techniques may include:
  - effleurage
  - petrissage
  - tapotement
  - pincement
  - vibrations
  - friction
  - kneading
  - cupping
  - pumping
  - wringing
  - flicking
  - draining
  - percussion
  - hacking
  - rolling.

## RANGE OF VARIABLES (CONTINUED)

- Equipment must include:
  - high frequency - direct and indirect
  - neuromuscular electronic stimulator (low frequency)
  - brush machines
  - galvanic iontophoresis and desincrustation
  - steamer/vapourzone
  - gyratory vibrators
  - vacuum suction.
- Equipment may include:
  - static and pulsating vacuum suction
  - micro currents
  - low level intensity laser
  - blend
  - sauna
  - steam room/cabinet
  - spa
  - bath
  - infra red lamp
  - ultra violet
- Treatment area may include: body or body part.
- Contra-actions may include:
  - erythema arising from skin care products or massage medium.
  - skin blemishes due to massage stimulation.
- Appearance and management of specific treatment complications/contra-actions may include
  - allergic reactions of the skin or body to, treatment or products
  - erythema or inflammatory reaction to, treatment or product
  - psychological reactions of the client, to the electrical current, treatment or product
  - conditions which indicate client referral to a medical practitioner or other professional
- Contra-indications/precautions may include:
  - contagious and non contagious skin diseases/disorders
  - fragile skin
  - respiratory diseases
  - cuts, bruises, trauma to skin
  - burns, including sunburn
  - claustrophobia
  - metal plates or pins, electronic implants
  - severe circulatory disorders (high/low blood pressure)
  - thrombosis, embolism, phlebitis
  - epilepsy
  - diabetes
  - dysfunction of nervous system or excretory system
  - areas of recent scar tissue or on areas exhibiting loss of tactile sensation
  - abdominal area treatments for pregnant or menstruating women
  - areas surrounding hernias
  - cuts, swelling, recent operations, fractures or sprains
  - heart conditions
  - varicose veins in advanced stage.
  - conditions requiring medical attention, especially skin cancer.

## RANGE OF VARIABLES (CONTINUED)

- Abnormal conditions may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes
  - impetigo
  - warts
  - scabies
  - boils and carbuncles
  - erysipelas
  - candidiasis
- Non- contagious conditions may include:
  - acne – vulgaris, rosacea, cystic
  - dermatitis
  - psoriasis
  - eczema:
    - atopic
    - discoid
    - dishydrotic
    - pityriasis alba
    - winter eczema
    - varicose eczema
  - rashes
  - dry skin
  - ichthyosis/excessively dry skin
  - sensitivity of the skin due to physical, chemical, environment, caused or induced by medication (internal/external)
  - pigmentation disorders
  - hypertrichosis
  - hirsutism
  - disorders of aging skin
  - sun related disorders, sun burn, sun/climate related skin damage
  - skin cancers, benign and malignant tumours
  - biological changes including puberty, menopause, premature aging, anorexia, anaemia
  - moles, lesions
  - milia, open and closed comedones
  - various types of cysts
  - open pores
  - ephelides
  - trauma, bruises, significant scarring
  - allergic reactions
  - and other visible non normal skin.

## RANGE OF VARIABLES (CONTINUED)

- Clients may include people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.
- Client expectations/requirements may include:
  - improved skin condition
  - improved visual appearance of scar tissue or abnormal skin condition
  - relaxation
  - improved muscle tone
  - altered contour
  - improved cellulite condition.
- Length of treatment may be varied to suit the elasticity of skin, skin condition, degree of subcutaneous fat, client physical and psychological state.
- After care treatment procedures may include: application of anti bacterial/anti septic lotion.
- Appropriate professionals may include:
  - medical practitioner/specialist
  - referral to appropriate professionals.
- Remedial action may include:
  - adaptation to treatment routine according to client's physical, physiological, and psychological requirements.
- After care advice may include:
  - dietary habits, life style, home care products and future treatments.
- Future treatment program recommendation may include:
  - client needs, manufacturers specifications, product use and may need to take into account the client's financial status.
- Special precautions may need to be taken with the following conditions:
  - claustrophobia
  - active acne
  - loose crepy skin
  - respiratory disorders/circulatory/excretory disorders
  - client's with non active infectious diseases eg hepatitis, Aids/HIV.
  - epilepsy

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training program. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures industry codes of practice in regard to the performance of body treatments.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of body treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to analyse client, and identify the client's requirements/needs, refer clients to appropriate professional as required and develop and record a treatment plan including:
  - body areas requiring special treatment
  - range of appropriate treatment products and application techniques
  - range of appropriate massage movements and treatment procedures
  - range of appropriate electrical equipment and treatment procedures
  - review of previous treatments
- Evidence of the ability and skill in selection of massage movements and electrical treatments to suit elasticity of skin, skin condition, degree of subcutaneous fat, muscle density and tone.
- Knowledge and skill in the application of a variety of treatment products, massage mediums/lubricants according to the range of variables.
- Evidence of ability and skill in preparing the body for treatment including body treatments to be undertaken pre or post electrical treatment.
- Knowledge and skill in the application of a variety of massage movements and techniques according to the range of variables.
- Knowledge and skill in the application of a variety of body treatments, routines, including use of electrical equipment, and procedures according to the range of variables.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a body treatment and to advise the client on future treatments, home care and complementary products.

## EVIDENCE GUIDE (CONTINUED)

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant health and hygiene regulations/requirements.
- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of a treatment.
- the ability to recognise and respond appropriately to general and local contraindications/precautions and contra-actions according to the range of variables, including those which indicate referral to an appropriate professional.
- the ability to analyse the client's body and design a treatment plan.
- knowledge of the effects and benefits of a defined range of salon skin care and body treatment products.
- knowledge of factors likely to affect the suitability of each salon treatment to clients' needs and the effects and benefits of each step in body treatments.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals including: sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin aging and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on the skin
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin
  - trans epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora.
- ability to determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
- knowledge of the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular system including an awareness of postural and skeletal abnormalities, muscle contractibility and motor points, position and action of superficial muscles of the body in relation to body treatments including:
    - deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus abdominus, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, tibialis anterior
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin.



## EVIDENCE GUIDE (CONTINUED)

- knowledge of abnormal skin conditions; their appearance, and symptoms.
- recognition of skin disorders and diseases, their appearance and management or referral to appropriate professional where required.
- knowledge of the categories of massage, motor points and reflex points.
- knowledge of the classifications, benefits and application of effleurage, petrissage, tapotement, vibratory massage movements.
- knowledge of the causes of skin reactions/allergies in regard to body treatments.
- knowledge of the categories of massage medium/lubricants.
- ability to control product waste.
- knowledge of basic nutrition guidelines including basic food groups, vitamins, healthy food pyramid.
- understanding of the relationship between nutrition and healthy skin Particularly foods which may have an effect on the skin or which may be contra indicated in combination with relevant skin conditions or products used in a treatment procedure.
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature aging and possible contraindications in combination with other products or circumstances.
- knowledge of the operators legal and insurance liabilities and responsibilities in regard to services, especially electrical treatments, and to use and preparation of treatment products.
- awareness of the importance of the appearance and posture of operator.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites for this unit are Units 1-8, and Unit 24, “Assess Client’s Treatment Needs”.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of manual and electrical body treatments has been provided. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to clients presenting with a range of body treatment requirements, a professional massage couch in a fully equipped massage treatment area, a client record system and a range of body treatment products.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	2



# WRB28A

# Provide Aesthetic Aromatherapy Massage

---

This unit deals with those competencies required in performing a range of aesthetic aromatherapy massage procedures.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB28A.1 Prepare Client and Work Area for Aromatic Aesthetic Treatments</b>	<ul style="list-style-type: none"><li>• Treatment area, operator and client prepared for aromatic aesthetic treatment according to health and hygiene requirements and salon procedures.</li><li>• Client comfort and relaxation ensured throughout service.</li><li>• Contra-indications including infectious and non infectious skin diseases/disorders and specific treatment contra-actions identified where applicable, explained to client, and referred to appropriate professional where required.</li><li>• Massage movements and routine identified and evaluated according to client's physical and psychological needs.</li><li>• Client reassured during treatment as required and all questions answered fully and accurately.</li><li>• Client privacy and confidentiality maintained.</li><li>• Room temperature adjusted according to client and treatment needs.</li><li>• Client kept warm and appropriately covered.</li><li>• All necessary working materials are to hand.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB28A.2 Assess Client Requirements</b>	<ul style="list-style-type: none"> <li>• Client's requirements accurately identified and treatment plan , including areas of the body requiring relaxation/stimulation, developed and accurately recorded as required.</li> <li>• Contra-indications including infectious and non infectious skin diseases/disorders and specific treatment contra-actions identified where applicable, explained to client, and referred to appropriate professional where required.</li> <li>• Massage movements and routine identified and evaluated according to client's self identified general physical and psychological needs.</li> </ul>
<b>WRB28A.3 Select Products</b>	<ul style="list-style-type: none"> <li>• Pre blended oils selected according to individual product specifications and treatment plan and agreed with client.</li> <li>• Effects and benefits of selected, blended oils clearly explained to client.</li> <li>• Care, handling and storage requirements of essential oils performed according to product specifications.</li> </ul>
<b>WRB28A.4 Perform Massage Techniques</b>	<ul style="list-style-type: none"> <li>• Operators hands and massage medium are warm throughout the treatment.</li> <li>• Forms of massage with blended oils are delivered according to client's requirements.</li> <li>• Massage movements, sequence and transitions smooth and applied with frequency according to treatment plan.</li> <li>• Rhythm, repetition and variation of massage movements suited to clients needs according to treatment plan.</li> <li>• Length of massage routine suited to the client's requirements.</li> <li>• Client's response monitored throughout the treatment and massage techniques evaluated and adapted as required.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB28A.5 Apply Aromatic Aesthetic Treatment Products</b>	<ul style="list-style-type: none"> <li>• Area to be treated prepared according to treatment requirements and product specifications.</li> <li>• Treatment routine selected and sequenced according to client treatment plan.</li> <li>• Treatment products applied and removed (if applicable) according to client characteristics treatment and product specifications.</li> </ul>
<b>WRB28A.6 Provide Aftercare Advice</b>	<ul style="list-style-type: none"> <li>• Questioning and active listening used to obtain client feedback.</li> <li>• Relevant outcomes of treatment recorded accurately and legibly.</li> <li>• Future treatment program recommended according to client's needs.</li> <li>• Treatment plan revised as required.</li> <li>• After care advice and guidelines accurately provided according to client's needs.</li> <li>• Product recommendations made according to client requirements.</li> <li>• Client rebooked according to agreed treatment plan.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to the performance of an aromatic aesthetic treatment.
- Salon hygiene policies and procedures.
- Relevant Occupational Health and Safety regulations.
- State and local health regulations.
- Industry codes of practice.
- Salon product range and manufacturers instructions where applicable.
- Salon time-frame allocated for the performance of an aromatic aesthetic treatment.
- Aromatic aesthetic treatments may include the following objectives:
  - relaxation
  - invigoration
  - stress relief
  - specific skin treatments for aromatic aesthetic areas.
- Product specifications may include pre blended oils, labelled as being appropriate to promote:
  - relaxation
  - rejuvenation of skin
  - skin healing
  - muscular tension relief
  - improved sleeping pattern
- General psychological effects may include:
  - stress relief
  - mild euphoria/vitality
  - mental alertness/clarity
- Massage techniques may include:
  - effleurage
  - petrissage
  - pincement
  - vibrations
  - friction
  - kneading
  - pumping
  - wringing
  - flicking
  - draining
  - rolling.
  - superficial lymph
  - reflexology
- Contra-actions may include:
  - erythema arising from skin care products or massage medium
  - skin blemishes due to massage stimulation
  - nausea, headache, dizziness, drowsiness

## RANGE OF VARIABLES (CONTINUED)

- Appearance and management of specific treatment complications/contra-actions may include:
  - Allergic reactions of the skin or body to treatment or products
  - Erythema or inflammatory reaction to treatment or product
  - Psychological reactions of the client , to treatment or product
  - Conditions which indicate client referral to a medical practitioner or other professional
- Abnormal conditions may be contagious or non contagious.
- Contra-indications/precautions for aromatic aesthetic treatments may include:
  - contagious or non contagious diseases/disorders, migraines, headaches, nausea, dizziness
  - severe circulatory disorders (high/low blood pressure)
  - thrombosis, embolism, phlebitis
  - epilepsy
  - diabetes
  - dysfunction of nervous system or excretory system
  - trauma
  - bruising, recent haemorrhage or swellings
  - areas of recent scar tissue or on areas exhibiting loss of tactile sensation
  - abdominal area treatments for pregnant women, especially in first trimester, some oils contraindicated completely
  - areas surrounding hernias
  - cuts or abrasions
  - recent operations, fractures or sprains
  - metal plates or pins, electronic implants
  - infections, inflammation or any condition requiring medical treatment
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes
  - impetigo
  - warts
  - tinea
  - scabies
  - boils and carbuncles
  - erysipelas.
- Non-contagious conditions may include:
  - allergic reaction
  - dermatitis
  - psoriasis
  - eczema
  - ichthyosis/excessively dry skin
  - pigmentation disorders
  - hypertrichosis
  - hirsutism
  - disorders of aging skin
  - sun related disorders, sun burn sun/climate related skin damage
  - skin cancers, benign and malignant tumours
  - biological changes e.g puberty, menopause
  - pityriasis rosea
  - and other visible non normal skin.



## RANGE OF VARIABLES (CONTINUED)

- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Advice on use of homecare products may include: cleanser, moisturiser, remedial products.
- Skin types may include - normal - dry - combination - sensitive - dehydrated - mature - acne.
- Massage oils should be pre blended by a manufacturer and may include the following ingredients:
  - lavender
  - juniper
  - chamomile
  - rosemary (unsafe for pregnant women)
  - eucalyptus
  - geranium
  - citrus: lemon, lime, mandarin, grapefruit, tangerine,
  - melaleuca, tea tree, cajuput, niaouli
  - frankincense
  - rose
  - calendula
  - sandalwood
  - ciary sage
- Massage medium/lubricants may include:
  - oils/gels
  - creams/milks
  - powder.
- Length of treatment may be varied to suit elasticity of skin, skin condition, degree of subcutaneous fat, muscle density, tone and client needs.
- Clients expectations may include:
  - improved skin
  - improved visual appearance of scar tissue and abnormal skin conditions
  - relaxation
  - improved muscle tone
- After care recommendations may include:
  - basic exercises/nutrition advice
  - rest
  - further massage treatment
  - referral to appropriate professionals.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures industry codes of practice in regard to the performance of aromatic aesthetic treatments.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of aromatic aesthetic treatments and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Evidence of the ability to conduct client consultation/assessment, identify client requirements/needs, refer clients to appropriate professionals as required, and develop and record a treatment plan including:
  - body areas requiring special treatment
  - range of appropriate pre blended essential oils and application techniques
  - range of appropriate massage movements and treatment procedures
  - review of previous treatments
- Evidence of the ability to read, accurately interpret and consistently apply product specifications for pre-blended essential oils.
- Knowledge and skill in the application of a variety of treatment products, massage mediums/lubricants including essential oils according to the range of variables.
- Knowledge and skill in the application of a variety of massage movements and techniques according to the range of variables.
- Knowledge and skill in the application of a variety of aromatic aesthetic treatments routines and procedures according to the range of variables.
- Evidence of the ability to evaluate an aromatic aesthetic treatment and to advise the client on future treatments, home care and complementary products.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant health and hygiene regulations/requirements.
- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of a treatment.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's body and design a treatment plan.
- knowledge of the effects and benefits of a defined range of salon skin care and treatment products.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to beauty treatments, including :
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals including: sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin aging and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on the skin
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin
  - trans epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora.
- ability to determine the physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
- knowledge of the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular system including an awareness of postural and skeletal abnormalities, muscle contractibility reflex points and motor points, position and action of superficial muscles of the body in relation to body treatments including:
    - deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, intercostals, rectus abdominus, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, tibialis anterior.
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin
  - olfactory sense in regard to aromatic aesthetic treatments

## EVIDENCE GUIDE (CONTINUED)

- knowledge of relevant abnormal skin conditions; their appearance, and symptoms.
- recognition of relevant skin disorders and diseases, their appearance and management or referral to appropriate professional where required.
- knowledge of basic nutrition guidelines including basic food groups, vitamins, healthy food pyramid.
- understanding of the relationship between nutrition and healthy skin. Particularly foods which may have an effect on the skin or which may be contra indicated in combination with relevant skin conditions or products used in a treatment procedure.
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin and possible contraindications in combination with other products or circumstances.
- awareness of postural and skeletal abnormalities and their possible effect on massage treatments.
- knowledge of the relevant categories, classifications and advantages of relevant massage.
- knowledge of the classifications, benefits and application of effleurage, petrissage, tapotement, vibratory massage movements.
- knowledge of the causes of skin reactions/allergies in regard to aromatic aesthetic treatments.
- knowledge of the categories of massage medium/lubricants.
- awareness of the importance of the appearance and posture of operator.

### **Interdependent assessment of units**

#### **This refers to an assessment relationship between units**

Prerequisites to this unit are Units 1 to 8, Unit 24 “Assess Client’s Treatment Needs”, Unit 25 “Provide Facial Treatments” and Unit 27 “Provide Body Treatments”.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.

This section should be read in conjunction with the **Qualifications and Assessment Guidelines of the NBTP**.

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of aromatic aesthetic treatments have been performed. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

This refers to the resources that are necessary for undertaking the assessment.

Competency for this unit should be assessed through access to a range of clients, the use of a professional massage couch in a fully equipped treatment area; access to a complete manufacturers range of aromatic aesthetic oils, suggested blending recipes, a treatment record system and a home care product range.

### Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	1

# WRB29A

# Provide Permanent Epilation

---

**This unit encompasses those competencies required to analyse the permanent/progressive hair removal needs of clients and provide the necessary services/s in a safe hygienic manner.**

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB29A.1 Consult with and Assess Client for Service</b>	<ul style="list-style-type: none"><li>• Permanent epilation process and procedure accurately described to client, including time, cost and need for follow up procedures.</li><li>• Client’s characteristics accurately identified and assessed by detailed examination including physical and emotional condition, healing ability, medical history and lifestyle conditions.</li><li>• Clients history of temporary and/or permanent hair removal accurately identified, recorded and assessed.</li><li>• Contraindications for permanent epilation service assessed and identified accurately where applicable and explained to client and referred to appropriate professional where required.</li><li>• Client suitability for permanent epilation procedure accurately assessed.</li><li>• Various treatment options discussed and agreed with client.</li><li>• Treatment procedure including pre and post treatment products selected according to treatment plan.</li><li>• Clients’ needs evaluated to enable accurate advice and recommendations for a treatment plan.</li><li>• Treatment plan discussed and agreed with client.</li><li>• Clients written consent to treatment obtained.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB29A.2 Prepare Client for Permanent Epilation Service</b>	<ul style="list-style-type: none"> <li>• Treatment area, operator, client and equipment prepared for permanent epilation service according to health and hygiene requirements, relevant Skin Penetration Acts and salon procedures.</li> <li>• Where changes in client's physical condition identified, treatment plan accurately updated and changes recorded.</li> <li>• Full and accurate responses to the client's questions provided.</li> <li>• Client comfort and relaxation ensured throughout service.</li> <li>• Areas of the skin/hair growth areas requiring special treatment identified and noted.</li> <li>• Client reassured during treatment as required and all questions answered fully and accurately.</li> <li>• Metallic jewellery removed from client.</li> <li>• Client privacy and confidentiality maintained.</li> <li>• All necessary working materials and equipment are to hand.</li> </ul>

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****WRB29A.3 Perform Permanent Hair Removal Patch Test**

- Small area of skin selected to conduct a patch test.
- Needle/probe size and electrical current level accurately selected for client hair type according to treatment plan.
- Sterile needle/probe prepared within clients view, according to health, hygiene and relevant Skin Penetration Acts
- Infection control and skin penetration procedures adhered to according to health and hygiene requirements, relevant Skin Penetration Acts and salon procedures.
- Area to be treated thoroughly cleansed using cleansing antiseptic lotion according to relevant health and hygiene regulation and salon procedures.
- Skin kept taut during insertion as required.
- Probe inserted at an angle and depth to effectively remove hair without injury to the hair follicle or skin.
- Treatment procedure, duration/intensity is correct for efficient hair removal, client comfort and safety.
- Hairs removed without traction or injury to skin and with minimum discomfort to client.
- All hairs and waste disposed of according to health and hygiene regulations.
- Equipment used according to manufacturer's instructions and health and safety requirements.
- Electrical after care treatment selected and applied according to client requirements/needs.
- After care products selected and applied according to client requirements / needs.
- After treatment, the needle/probe disposed of/or autoclaved and other equipment is disinfected/disposed of safely in accordance with relevant Skin Penetration Acts.
- Success of patch test accurately assessed.
- Client re-booked for further service.



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB29A.4 Perform Permanent Hair Removal</b>	<ul style="list-style-type: none"> <li>• Client positioned according to treatment requirements and salon procedures.</li> <li>• Needle/probe size and electrical current level accurately selected for client hair type according to treatment plan.</li> <li>• Infection control and skin penetration procedures adhered to according to health and hygiene requirements/regulations, relevant Skin Penetration Acts and salon procedures.</li> <li>• Area to be treated thoroughly cleansed using cleansing antiseptic lotion according to relevant health and hygiene regulation and salon procedures.</li> <li>• Skin kept taut during treatment.</li> <li>• Probe inserted at an angle and depth to effectively remove hair without injury to the hair follicle or skin.</li> <li>• Treatment procedures, duration/intensity is correct for efficient hair removal, client comfort and safety.</li> <li>• Hair removed without traction or injury to skin and with minimum discomfort to client.</li> <li>• All hairs and waste disposed of according to health and hygiene regulations.</li> <li>• Equipment used according to manufacturer's instructions and health and safety requirements.</li> <li>• Electrical after care treatment selected and applied according to client requirements/needs.</li> <li>• After care products selected and applied according to client requirements/needs.</li> <li>• After treatment, the needle/probe disposed of/or autoclaved and other equipment is disinfected/disposed of safely in accordance with relevant Skin Penetration Acts.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
-----------------------	----------------------

**WRB29A.5 Provide After Care Advice**

- Questioning and active listening used to obtain client feedback.
- Questions and requests for information responded to clearly and accurately.
- Relevant outcomes of treatment recorded accurately and legibly and treatment plan amended as required with the client’s consent.
- Future treatment program recommended according to client’s needs.
- Treatment plan revised as required.
- After care advice and guidelines accurately provided according to client’s needs.
- Information and advice concerning the management of hair growth accurately provided.
- Product recommendations made according to client requirements.
- Client re-booked according to agreed treatment plan.
- Where the client was referred for treatment by a medical practitioner, the source of referral is advised of treatment progress if requested.

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to permanent epilation.
- Salon hygiene policies and procedures.
- Federal, State and Local Health and Hygiene Regulations, including relevant Skin Penetration Acts.
- Salon equipment/ product range and manufacturers instructions.
- Abnormal conditions may be contagious or non contagious.
- Client requirements, treatment planning and performance may vary according to :
  - follicle distribution
  - skin healing times
  - pain tolerances
  - client finances
  - current intensity and duration
  - client ethnic background
  - client hormonal status
  - previous treatments, temporary and permanent hair removal
  - strength and coarseness of hair
  - density of hair growth
  - medical conditions/medication.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes simplex, varicellous
  - impetigo
  - warts
  - tinea
  - scabies
  - pediculosis
  - boils and carbuncles
  - erysipelas
  - candidiasis
- Non-contagious conditions may include:
  - various types of acne
  - dermatitis
  - rosacea/couperose
  - psoriasis
  - eczema:
    - atopic
    - discoid
    - dishydrotic
    - pityriasis alba
    - winter eczema
    - varicose eczema
  - xanthelasma/rashes
  - dry skin
  - ichthyosis/excessively dry skin
  - sensitivity of the skin due to physical, chemical, environment, caused or induced by medication (internal/external)

## RANGE OF VARIABLES (CONTINUED)

- pigmentation disorders
- hypertrichosis
- hirsutism
- disorders of aging skin
- sun related disorders, sun burn, sun/climate related skin damage
- skin cancers, benign and malignant tumours
- biological changes including puberty, menopause, premature aging, anorexia, anaemia
- moles, lesions
- milia, open and closed comedones
- various types of cysts
- open pores
- dilated capillaries/couperose
- ephelides
- trauma, bruises, significant scarring
- allergic reactions
- alopecia areata
- pityriasis rosea
- and other visible non normal skin.
- Contraindications/precautions to treatment may include:
  - clients suffering any medical condition requiring a medical practitioner's consent
  - epilepsy
  - diabetes
  - malignancy
  - pregnancy
  - skin sensitive to products or treatments
  - very fine, fragile skin
  - extensive distended capillaries.
  - allergic reactions
  - recent scars or adhesions
  - recent cosmetic surgery
  - bacterial, viral or fungal infections
  - skin disorders or diseases
  - septic conditions
  - heart conditions or circulatory diseases or disorders
  - respiratory disorders or diseases
  - bruises, cuts or abrasions
  - wind burn, sunburn
  - excretory diseases or disorders.
  - endocrine disorders
  - some medications.
- Contra-actions may include:
  - inflammation arising from hair removal treatment
  - scarring
- Appearance and management of specific treatment complications/contra-actions may include:
  - Allergic reactions of the skin or body to treatment or products
  - Erythema or inflammatory reaction to treatment or product
  - Psychological reactions of the client to the electrical current, treatment or product

## RANGE OF VARIABLES (CONTINUED)

- Hair types may include:
  - single; compound
  - straight; curved
  - fine; coarse
  - lanugo, vellus
  - terminal.
- Types of follicle may include:
  - straight
  - wavy
  - curled.
- Follicle distribution.
- Hair removal may occur at anagen, catagen or telogen stages of the hair growth cycle.
- Treatment areas may include:
  - face
  - legs
  - body
  - breasts/chest
  - arms
  - abdomen.
- Electrolysis equipment may include:
  - high frequency
  - galvanic blend.
- Electrical after care treatment may include use of
  - cataphoresis
  - high frequency
  - laser.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Skin types may include - normal - dry - combination - sensitive - dehydrated - mature - acne.
- Advise on use of home care products may include: moisturiser, camouflage, remedial products.
- After care recommendations may include:
  - follow up treatments
  - management of hair growth.
- Appropriate professional may include medical practitioners.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures industry codes of practice in regard to the performance of permanent hair removal treatments.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of permanent hair removal treatments, and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse and identify the client's requirements/needs, refer clients to appropriate professional as required, and develop and record a treatment plan including:
  - areas of the skin requiring special treatment
  - client requirements according to the range of variables
  - range of appropriate treatment procedures
  - review of previous treatments
- Evidence of ability and skill in preparing the skin for a permanent hair removal treatment.
- Evidence of ability and skill in selection of an appropriate needle /probe size, angle ,depth, electrical current level and duration for a permanent hair removal treatment.
- Knowledge and skill in the application of permanent hair removal treatments for clients with a variety of hair and follicle types, at a variety of hair growth stages, and on a variety of treatment areas according to the range of variables.
- Evidence of ability and skill in selection of and application of an appropriate after care treatment procedure according to the range of variables, for a permanent hair removal treatment.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a permanent hair removal treatment and to advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

## EVIDENCE GUIDE (CONTINUED)

### Interdependent assessment of units

This refers to an assessment relationship between units.

Prerequisites for this Unit are Units 1 - 8 and Unit 24 “Assess Client’s Treatment Needs”.

### Underpinning knowledge and skills

This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.

- the provisions of relevant health and hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of permanent hair removal treatments.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client’s skin and design a treatment plan.
- knowledge of the effects and benefits of a defined range of salon skin care products.
- knowledge of factors likely to affect the suitability of each salon treatment to clients’ needs and the effects and benefits of permanent hair removal treatments.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to permanent hair removal treatments, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals including: sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - microscopic anatomy of the epidermis, dermis, hypodermis
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin aging and structural change
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin
  - wound healing in different skin types and locations
- knowledge of the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin
- knowledge of basic nutrition guidelines including basic food groups, vitamins, healthy food pyramid.
- understanding of the relationship between nutrition and healthy skin. Particularly foods which may have an effect on the skin or which may be contra indicated in combination with relevant skin conditions or products used in a treatment procedure or diet related diseases which may affect permanent hair removal treatments
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature aging and possible contraindications in combination with other products or circumstances.

## EVIDENCE GUIDE (CONTINUED)

- knowledge of the operators legal and insurance liabilities and responsibilities in regard to services and to use and preparation of treatment products.
- knowledge of causes of skin reactions in regard to permanent hair removal treatments and the appearance and management of specific treatment complications/contra-actions including:
  - inflammation arising from the performance of permanent hair removal treatments.
  - torn skin
  - bruising
  - broken capillaries
  - infections of the hair follicle
  - burns to skin
  - bleeding from follicles.
- knowledge of local and general contraindications to permanent hair removal including:
  - abnormal skin conditions relevant to permanent hair removal; their appearance, and symptoms
  - skin disorders and diseases relevant to permanent hair removal, their appearance and management
  - factors to take into account when referring a client to a medical practitioner and referral process
- The physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
  - skin diseases/disorders
- knowledge of typical medical treatments, drugs and side effects relevant to permanent hair removal.
- knowledge of skin hair structure and growth in regard to permanent hair removal treatments including:
  - types of hair: lanugo, vellus, terminal.
  - factors affecting hair growth: topical and systemic, hormonal, exposure to sunlight, heredity, drugs/chemicals.
  - hair growth patterns.
  - influence of hair removal on hair growth
  - ingrown hairs, causes and treatment
  - the growth cycle of hair and its relationship to permanent hair removal
  - histology of hair
- knowledge of relevant electrical equipment, including the following:
  - properties and use of electrical energy, electrostatics and electrical current, in permanent hair removal
  - use of alternating current for high frequency treatments
  - sources and effects of laser treatment in permanent hair removal
  - safe practices and management of electrical equipment



## EVIDENCE GUIDE (CONTINUED)

- knowledge of relevant Occupational Health and Safety issues, including the following:
  - normal/abnormal body flora
  - modes of infectious disease transmission
  - difference between hygiene, disinfection and sterilisation
  - benefits of chemical and physical disinfection
  - methods of sterilisation and disinfection
  - infection control procedures
  - safe handling and disposal of sharps
  - contingency strategies for blood and body fluid contact, clients with contagious diseases
  - immunity and how it is acquired
- knowledge of factors affecting:
  - client's pain tolerance.
  - needle/probe size selection
  - accurate probing including duration, angle, depth
  - correct probing and successful treatment outcomes
  - safety and comfort
  - current intensity and method choice
  - causes of skin damage
- knowledge of after care treatment procedures including low frequency laser and healing products.
- after care advice for specific treatment areas including underarm, chest, stomach, bikini line and face.
- factors affecting treatment planning including skin healing, skin reaction, follicle distribution, areas treated, extent of area to be treated, client finances, pain tolerance.
- knowledge of the salon product/equipment range and manufacturers instructions/data sheets.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of permanent hair removal treatments has been performed. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit may be assessed through access to a range of clients with a variety of permanent / progressive hair removal requirements, a professional treatment couch in a fully equipped treatment area, high frequency and/or galvanic blend equipment, disposable needles, Health Regulations and the Skin Penetration Act. Access to cataphoresis and/or laser equipment is desirable but not essential.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	2	2	1	2	1



# WRB30A

# Perform Diathermy Service

---

This unit encompasses those competencies required to analyse the diathermy needs of clients and provide the necessary service in a safe and hygienic manner.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB30A.1 Consult with and Assess Client for Service</b>	<ul style="list-style-type: none"><li>• Diathermy process and procedure accurately described to client, including time, cost and need for follow up procedures.</li><li>• Client's characteristics accurately identified and assessed by detailed examination including physical and emotional condition, healing ability, medical history and lifestyle conditions.</li><li>• Contraindications for diathermy assessed, identified accurately where applicable and explained to client and referred to appropriate professional where required.</li><li>• Areas of the skin requiring special treatment identified and noted.</li><li>• Treatable capillaries identified and noted.</li><li>• Various treatment options discussed and agreed with client.</li><li>• Clients' needs evaluated to enable accurate advice and recommendations for a treatment plan.</li><li>• Treatment procedure, including pre and post treatment products selected and treatment plan developed and confirmed with client.</li><li>• Client's written consent to treatment obtained.</li></ul>
<b>WRB30A.2 Prepare Client for Diathermy Service</b>	<ul style="list-style-type: none"><li>• Treatment area, operator, client and equipment prepared for diathermy service according to health and hygiene requirements, relevant Skin Penetration Acts, manufacturers instructions and salon procedures.</li><li>• Where changes in client's physical condition identified, treatment plan accurately updated and changes recorded.</li><li>• Client comfort and relaxation ensured throughout service.</li><li>• Client reassured during treatment as required and all questions answered fully and accurately.</li><li>• Metallic jewelry removed from client.</li><li>• Client privacy and confidentiality maintained.</li><li>• All necessary working materials and equipment are to hand.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB30A.3 Perform Diathermy Patch Test</b></p>	<ul style="list-style-type: none"> <li>• Small area of skin selected to conduct a patch test.</li> <li>• Needle/probe size and electrical current level accurately selected for client characteristics according to treatment plan.</li> <li>• Sterile disposable needle/probe prepared within clients view, according to health, hygiene and relevant Skin Penetration Acts.</li> <li>• Treatment area prepared according to health and hygiene requirements and salon procedures.</li> <li>• Treatment procedure, duration and intensity is correct for efficient dilated capillary removal, client comfort and safety.</li> <li>• Dilated capillaries treated without excess injury to the skin and with minimum discomfort to client.</li> <li>• After care treatment program recommended according to client's needs.</li> <li>• After care product recommendations made according to client requirements.</li> <li>• Success of patch test accurately assessed.</li> <li>• Relevant outcomes of treatment recorded accurately and treatment plan amended and confirmed with client.</li> </ul>
<p><b>WRB30A.4 Perform Service</b></p>	<ul style="list-style-type: none"> <li>• Client re-booked for further service.</li> <li>• Client positioned according to treatment requirements and salon procedures.</li> <li>• Sterile needle/probe prepared within clients view, according to health and hygiene requirements and relevant Skin Penetration Acts.</li> <li>• Infection control and skin penetration procedures adhered to according to health and hygiene requirements, relevant Skin Penetration Acts and salon procedures.</li> <li>• Treatment procedure, intensity and duration performed according to treatment plan.</li> <li>• Dilated capillaries treated with minimum injury to the skin and with minimum discomfort to client.</li> <li>• After care treatment program and product recommendations made according to client requirements.</li> <li>• Equipment used according to manufacturer's instructions and health and safety requirements.</li> <li>• After treatment, the needle/probe disposed of and other equipment is sterilised/ disposed of safely in accordance with health and hygiene legislation and manufacturer's instructions.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
-----------------------	----------------------

**WRB30A.5 Provide After care Advice**

- Questioning and active listening used to obtain client feedback.
- Relevant outcomes of treatment recorded accurately and legibly and treatment plan amended as required and confirmed with client.
- Future treatment program recommended according to client’s needs.
- After care advice and product recommendations made according to client requirements.
- Client re-booked according to agreed treatment plan.
- Where the client was referred for treatment by a medical practitioner, the source of referral is advised of treatment progress if requested.

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

The term “diathermy” has been incorporated within this unit, as it is a general term used within the industry.

- Salon policies and procedures in regard to diathermy treatments.
- Salon hygiene policies and procedures.
- Federal, state and local health regulations, including relevant Skin Penetration Acts.
- Salon equipment/product range and manufacturers instructions.
- Treatment areas may include but are not exclusive to face and upper chest.
- Capillary/Telangiectasis service may be performed using high frequency current. (Diathermy) or Blend Currents.
- Abnormal conditions may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes simplex
  - impetigo
  - warts
  - scabies
  - boils and carbuncles
  - erysipelas.
- Non-contagious conditions may include:
  - acne
  - dermatitis of the face, hands and feet
  - rosacea
  - seborrheic dermatitis
  - psoriasis
  - eczema:
    - \* atopic
    - \* discoid
    - \* dishydrotic
    - \* pityriasis alba
    - \* winter eczema
    - \* varicose eczema
  - xanthelasma/rashes
  - milia
  - dry skin
  - ichthyosis
  - pigmentation disorders
  - hypertrichosis
  - hirsutism
  - disorders of aging skin
  - sun related disorders, sun burn
  - skin cancers, benign and malignant tumours
  - biological changes e.g puberty, menopause

## RANGE OF VARIABLES (CONTINUED)

- moles, scar tissue, lesions, wounds
- trauma, bruises, significant scarring
- allergic reactions
- pityriasis rosea
- and other visible non normal skin.
- Client's pain tolerance and skin healing times may vary.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Regular and new clients.
- Advise on use of home care products may include:
  - moisturiser
  - make up/camouflage
  - sun protection
  - antiseptic lotion
  - remedial products
- After care advise may include:
  - special care of treatment area
  - sun protection
  - avoidance of intense physical activity
  - spicy foods
  - skin peels
- Contra-actions may include:
  - inflammation arising from treatment
  - scarring
  - over treatment
  - bruising
- Skin types may include:
  - normal
  - dry
  - combination
  - sensitive
  - dehydrated
  - mature
  - couperose
- Contra-indications/precautions may include:
  - non contagious skin disorders
  - contagious skin disorders
  - open wounds/bruises/trauma/burns
  - skin tumours
  - sun related skin conditions
  - medical conditions eg heart disease, diabetes, haemophilia, epilepsy, asthma, high blood pressure
  - some medications.
- Appropriate professional may include medical practitioners or specialists.



## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures industry codes of practice in regard to the performance of diathermy treatments.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of diathermy treatments, and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse and identify the client's requirements/needs, refer clients to appropriate professional as required, and develop and record a treatment plan including:
  - areas of the skin requiring special treatment
  - client requirements according to the range of variables
  - range of appropriate treatment procedures
  - review of previous treatments
- Evidence of ability and skill in preparing the skin for a diathermy treatment.
- Evidence of ability and skill in selection of an appropriate needle/probe size, angle, depth, electrical current level and duration for a diathermy treatment.
- Knowledge and skill in the application of diathermy treatments using appropriate procedures, duration and intensity, for variety of treatment areas according to the range of variables.
- Evidence of ability and skill in selection of and application of an appropriate after care treatment procedure according to the range of variables, for a diathermy treatment.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a diathermy treatment and to advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant health and hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of diathermy treatments.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's skin and design a treatment plan.
- knowledge of the effects and benefits of a defined range of salon skin care products.
- knowledge of factors likely to affect the suitability of each salon treatment to clients' needs and the effects and benefits of diathermy treatments.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to diathermy treatments, including :
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals including: sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - microscopic anatomy of the epidermis, dermis, hypodermis.
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin aging and structural change
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin
  - wound healing in different skin types and locations
- knowledge of the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin
- knowledge of basic nutrition guidelines including basic food groups, vitamins, healthy food pyramid.
- understanding of the relationship between nutrition and healthy skin particularly foods which may have an effect on the skin or which may be contra indicated in combination with relevant skin conditions or products used in a treatment procedure or diet related diseases which may affect diathermy treatments.
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature aging and possible contraindications in combination with other products or circumstances.
- knowledge of the operators legal and insurance liabilities and responsibilities in regard to services and to use and preparation of treatment products.

## EVIDENCE GUIDE (CONTINUED)

- knowledge of causes of skin reactions in regard to diathermy treatments and the appearance and management of specific treatment complications/contra-actions including:
  - inflammation arising from the performance of diathermy treatments
  - torn skin
  - bruising
  - broken capillaries
- knowledge of local and general contraindications to diathermy including:
  - abnormal skin conditions relevant to diathermy; their appearance, and symptoms.
  - skin disorders and diseases relevant to diathermy, their appearance and management
- The physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
  - skin diseases
- knowledge of typical medical treatments, drugs and side effects relevant to diathermy.
- knowledge of relevant electrical equipment, including the following:
  - properties and use of electrical energy, electrostatics and electrical current, in diathermy
  - use of alternating current for high frequency treatments
  - sources and effects of laser treatment in diathermy
  - safe practices and management of electrical equipment
- knowledge of relevant Occupational Health and Safety issues, including the following:
  - normal/abnormal body flora
  - modes of infectious disease transmission
  - difference between hygiene, disinfection and sterilisation
  - benefits of chemical and physical disinfection
  - methods of sterilisation and disinfection
  - infection control procedures.
  - safe handling and disposal of sharps
  - contingency strategies for blood and body fluid contact, clients with contagious diseases
  - immunity and how it is acquired
- knowledge of factors affecting:
  - client's pain tolerance
  - needle/probe size selection
  - accurate probing including duration, angle, depth
  - correct probing and successful treatment outcomes
  - safety and comfort
  - current intensity and method choice
  - causes of skin damage
- factors affecting treatment planning including skin healing, skin reaction, follicle distribution, areas treated, extent of area to be treated, client finances, pain tolerance.
- knowledge of the salon product/equipment range and manufacturers instructions/data sheets.

### Interdependent assessment of units

**This refers to an assessment relationship between units.**

Prerequisites for this Unit are Units 1 - 8, Unit 24 "Assess Client's Treatment Needs" and Unit 29 "Provide Permanent Epilation".

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of diathermy procedures has been performed. Also a variety of client requirements/needs should be included to ensure that a range of variables are covered.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit may be assessed through access to health regulations, the relevant Skin Penetration Act, a professional treatment couch in a fully equipped treatment area, high frequency or galvanic blend equipment, disposable needles and a range of after care products.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	2	2	1	2	2



# WRB31A

# Design and Perform Cosmetic Tattooing/Micropigmentation Procedure

---

This unit deals with those competencies required to perform a range of cosmetic tattooing/micropigmentation procedures.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB31A.1 Consult with and Assess Client for Service</b>	<ul style="list-style-type: none"><li>• Cosmetic tattooing/micropigmentation process and procedure accurately described to client, including time, cost, test procedures, need for follow up procedures and differences between cosmetic tattooing, micropigmentation and semi permanent make-up.</li><li>• Client's characteristics accurately identified, assessed and recorded including ethnic background, undertone colouring, healing ability, medical history, lifestyle conditions.</li><li>• Contra-indications for cosmetic tattooing/micropigmentation procedures identified and assessed accurately, where applicable and referred to appropriate professional where required.</li><li>• Client suitability for cosmetic tattooing/micropigmentation service accurately assessed.</li><li>• Various types of topical anaesthetic clearly explained.</li><li>• Clients' needs and expectations evaluated to enable accurate advice and recommendations for a treatment plan.</li><li>• Treatment procedure, pre and post treatment products selected according to treatment plan and confirmed with client.</li><li>• Areas of the skin requiring special treatment identified and noted.</li><li>• Examples of previous work displayed to client to demonstrate possible outcomes.</li><li>• Visual representation (using make-up) of service performed to enable client to assess the proposed look.</li><li>• Client given time to assess and decide on requirements.</li><li>• Treatment plan discussed and agreed with client.</li><li>• Client's written consent to treatment obtained.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB31A.2 Prepare Client for Service</b>	<ul style="list-style-type: none"> <li>• Treatment area, operator, client and equipment prepared for cosmetic tattooing/micropigmentation service according to health and hygiene requirements, government regulations, relevant Skin Penetration Acts and salon procedures.</li> <li>• Detailed examination of client conducted to determine physical condition of client.</li> <li>• Client comfort, protection and relaxation ensured throughout service.</li> <li>• Client reassured during treatment as required and all questions answered fully and accurately.</li> <li>• Client privacy and confidentiality maintained.</li> <li>• All necessary working materials are to hand.</li> </ul>
<b>WRB31A.3 Perform Patch Test</b>	<ul style="list-style-type: none"> <li>• Patch test performed in appropriate area, to determine likely success of treatment.</li> <li>• Client's skin cleansed thoroughly.</li> <li>• Treatment area anaesthetised as required according to treatment plan.</li> <li>• Sterile equipment prepared. within clients view, according to health and hygiene requirements and relevant Skin Penetration Acts.</li> <li>• Prepare, mix and record pigments according to manufacturers instructions and treatment plan.</li> <li>• Patch test performed according to health and hygiene requirements, government regulations and salon procedures.</li> <li>• Infection control and skin penetration procedures adhered to according to health and hygiene requirements, relevant Skin Penetration Acts and salon procedures.</li> <li>• Ice packs and post procedure ointments/creams/serums applied as required according to treatment plan.</li> <li>• Contaminated materials disposed of and equipment sterilised/disposed of safely in accordance with health and hygiene legislation, government regulations and manufacturer's instructions.</li> <li>• Client re-booked to assess success of patch test.</li> <li>• Patch test examined to confirm success of treatment.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB31A.4 Perform Cosmetic Tattooing/Micropigmentation Service</b></p>	<ul style="list-style-type: none"> <li>• Shape and colour mapped out according to treatment plan and agreed with client.</li> <li>• Client photographed prior to and immediately after service to maintain record.</li> <li>• Client's skin cleansed thoroughly.</li> <li>• Treatment area anaesthetised as required according to treatment plan.</li> <li>• Sterile equipment prepared, within clients view, according to health and hygiene requirements and relevant Skin Penetration Acts.</li> <li>• Pigments prepared, mixed and recorded according to manufacturers instructions and treatment plan.</li> <li>• Needle size selected according to design and colour result required.</li> <li>• Infection control and skin penetration procedures adhered to according to health and hygiene requirements, relevant Skin Penetration Acts and salon procedures.</li> <li>• Cosmetic tattooing/Micropigmentation service performed according to health and hygiene requirements, government regulations and salon procedures.</li> <li>• Ice packs and post procedure ointments/creams/serums applied as required according to treatment plan.</li> <li>• Contaminated materials disposed of and equipment sterilised/ disposed of safely in accordance with health and hygiene legislation, government regulations and manufacturer's instructions.</li> <li>• Treatment completed within designated salon time frames.</li> <li>• Portion control used to minimise wastage.</li> </ul>



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB31A.5 Provide After Care Advice</b>	<ul style="list-style-type: none"> <li>• Questioning and active listening used to obtain client feedback.</li> <li>• Questions and requests for information responded to clearly and accurately.</li> <li>• Relevant outcomes of treatment recorded accurately and legibly and treatment plan amended as required with the client's consent.</li> <li>• Future treatment program recommended according to client's needs.</li> <li>• Treatment plan revised as required.</li> <li>• After care advice and guidelines accurately provided according to client's needs.</li> <li>• Information and advice concerning the management of healing process and home care accurately provided.</li> <li>• Product recommendations made according to client requirements.</li> <li>• Client re-booked to assess service according to agreed treatment plan.</li> <li>• Where the client was referred for treatment by a medical or an other practitioner, the source of referral is advised of treatment progress if requested.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to the performance of a cosmetic tattooing/micropigmentation service.
- Salon hygiene policies and procedures.
- Federal, state and local health and hygiene regulations, including relevant Skin Penetration Acts.
- Salon equipment/product range and manufacturers instructions.
- Abnormal conditions may be contagious or non contagious.
- Contagious conditions may include:
  - bacterial, viral or fungal infections
  - herpes simplex, varicellous
  - impetigo
  - warts
  - tinea
  - scabies
  - pediculosis
  - boils and carbuncles
  - erysipelas
  - candidiasis
- Non- contagious conditions may include:
  - various types of acne
  - dermatitis
  - rosacea/couperose
  - psoriasis
  - eczema:
    - atopic
    - discoid
    - dishydrotic
    - pityriasis alba
    - winter eczema
    - varicose eczema
  - xanthelasma/rashes
  - dry skin
  - ichthyosis/excessively dry skin
  - sensitivity of the skin due to physical, chemical, environment, caused or induced by medication (internal/external)
  - pigmentation disorders
  - hypertrichosis
  - hirsutism
  - disorders of aging skin
  - sun related disorders, sun burn, sun/climate related skin damage

## RANGE OF VARIABLES (CONTINUED)

- skin cancers, benign and malignant tumors
- biological changes including puberty, menopause, premature aging, anorexia, anemia
- moles, lesions
- various types of cysts
- open pores
- dilated capillaries/couperose
- ephelides
- trauma, bruises, significant scarring
- allergic reactions
- alopecia areata
- pityriasis rosea
- and other visible non normal skin.
- Contraindications/precautions to treatment may include:
  - clients suffering any medical condition requiring a medical practitioner's consent
  - epilepsy
  - diabetes
  - malignancy
  - skin sensitive to products or treatments
  - very fine, fragile skin
  - extensive distended capillaries.
  - allergic reactions
  - recent scars or adhesions
  - recent cosmetic surgery
  - bacterial, viral or fungal infections
  - skin disorders or diseases
  - septic conditions
  - heart conditions or circulatory diseases or disorders
  - respiratory disorders or diseases
  - bruises, cuts or abrasions
  - wind burn, sunburn
  - excretory diseases or disorders.
  - endocrine disorders
  - some medications.
- Areas of the skin requiring special treatment may include:
  - scar tissue
  - areas requiring corrective treatment
  - sensitive areas
- Client's pain tolerance and skin healing times may vary.
- Types of pigment.
- Treatment areas may include: lips, eye lids, brow, face, areola or other body areas.
- Areas of the skin requiring special treatment may include: scar tissue, areas requiring corrective treatment, sensitive areas.
- Equipment may include: manual, rotary, coil.
- Clients may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

## RANGE OF VARIABLES (CONTINUED)

- Regular and new clients.
- Advise on use of home care products may include: mild analgesics, remedial products.
- Contra-actions may include inflammation arising from treatment.
- After care recommendations may include:
  - follow up treatments
  - ongoing assessment.
- Contra-indications may include:
  - non contagious skin diseases/disorders
  - contagious skin diseases/disorders
  - open wounds
  - bruises
  - skin cancers/tumours
  - sunburn
  - trauma
  - medications
  - diabetes
  - haemophilia
  - heart conditions
  - high/low blood pressure
  - recent surgery
  - allergies
- Client requirements may include:
  - enhancement of an existing physical feature
  - correction of an existing physical feature
  - camouflaging an existing physical feature.
- Sources of referral may include:
  - beauty therapists, make-up artists, hairdressers, cosmeticians
  - physicians, surgeons, dermatologists
  - occupational therapists.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to the performance of cosmetic tattooing/micropigmentation services.
- Knowledge and consistent application of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts, and of salon policies and procedures in regard to hygiene.
- Knowledge of and consistent application of safe work practices in regard to the provision of cosmetic tattooing/micropigmentation services, and safe use of product according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Recognition of the appearance of and management of local and general contra-indications/special precautions for treatment and specific treatment complications/contra-actions according to the range of variables.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- Evidence of the ability to read, accurately interpret and consistently apply manufacturers instructions for products, tools and equipment.
- Evidence of the ability to consistently use effective questioning and active listening techniques to consult and negotiate with clients while maintaining an awareness of the need for discretion, tact and confidentiality.
- Evidence of the ability to analyse and identify the client's requirements/needs, refer clients to appropriate professional as required, design, develop and record a treatment plan including:
  - areas of the skin requiring special treatment
  - client requirements according to the range of variables
  - range of appropriate treatment procedures
  - review of previous treatments
- Evidence of ability and skill in preparing the skin for a cosmetic tattooing/micropigmentation service.
- Evidence of ability and skill in selection of an appropriate pigment, pigment depth/colour and needle size for a cosmetic tattooing/micropigmentation service.
- Knowledge and skill in the preparation and mixing of pigment, and application of cosmetic tattooing/micropigmentation services for a variety of treatment areas according to the range of variables.
- Evidence of ability and skill in selection of and application of an appropriate after care treatment procedure according to the range of variables, for a cosmetic tattooing/micropigmentation service.
- Evidence of the ability and skill to consistently use time effectively and to control product waste.
- Evidence of the ability to evaluate a cosmetic tattooing/micropigmentation service and to advise the client on future treatments, home care and complementary products.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

## EVIDENCE GUIDE (CONTINUED)

## **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant health and hygiene regulations/requirements and Skin Penetration Acts.
- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- detailed knowledge of infection control procedures and application of universal precautions.
- knowledge of salon policies and procedures in regard to the performance of cosmetic tattooing/micropigmentation services.
- the ability to recognise and respond appropriately to general and local contraindications and contra-actions including those which indicate referral to an appropriate professional.
- the ability to analyse the client's skin and design a treatment plan.
- knowledge of the effects and benefits of a defined range of salon skin care products.
- knowledge of factors likely to affect the suitability of each salon treatment to clients' needs and the effects and benefits of cosmetic tattooing/micropigmentation services.
- knowledge of anatomy and physiology of the skin and skin structures as it relates to cosmetic tattooing/micropigmentation services including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals including: sebum and sweat production, normal and abnormal, collagen, elastin, lipids
  - microscopic anatomy of the epidermis, dermis, hypodermis
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin aging and structural change
  - normal skin response to irritation and trauma
  - scars including hypertrophic and keloid, their origin, evolution, and abnormal scar tissue
  - the effects of salon treatments on the physical structure of the skin
  - wound healing in different skin types and locations
- knowledge of the body systems as listed below, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves.
  - skeletal and muscular including muscle contractibility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems in regard to their relationship to skin function including, thermo regulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of the skin
- knowledge of basic nutrition guidelines including basic food groups, vitamins, healthy food pyramid.
- understanding of the relationship between nutrition and healthy skin particularly foods which may have an effect on the skin or which may be contra indicated in combination with relevant skin conditions or products used in a treatment procedure or diet related diseases which may affect a cosmetic tattooing/micropigmentation services.
- knowledge of cosmetic chemistry/ingredients in relevant treatment products particularly in regard to their likely effects on the skin, the toxic effects of various substances and their contribution to premature aging and possible contraindications in combination with other products or circumstances.

## EVIDENCE GUIDE (CONTINUED)

- knowledge of causes of skin reactions in regard to cosmetic tattooing/micropigmentation services and the appearance and management of specific treatment complications/contra-actions including:
  - inflammation arising from the performance of cosmetic tattooing/micropigmentation services
  - torn skin
  - bruising
  - factors to take into account when referring a client to a medical practitioner and referral process
- The physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
  - skin diseases
- knowledge of typical medical treatments, drugs and side effects relevant to cosmetic tattooing/micropigmentation.
- knowledge of relevant electrical equipment, including the following:
  - properties and use of electrical energy, electrostatics and electrical current, for cosmetic tattooing/micropigmentation services.
  - safe practices and management of electrical equipment.
- knowledge of relevant Occupational Health and Safety issues, including the following:
  - normal/abnormal body flora
  - modes of infectious disease transmission
  - difference between hygiene, disinfection and sterilisation
  - benefits of chemical and physical disinfection
  - methods of sterilisation and disinfection
  - infection control procedures
  - safe handling and disposal of sharps
  - contingency strategies for blood and body fluid contact, clients with contagious diseases immunity and how it is acquired
- knowledge and skills in the following areas related to cosmetic tattooing/micropigmentation:
  - knowledge of colour mixing
  - record keeping systems
  - photographic skills
  - patch test procedures
  - corrective make up techniques
  - principles of colour and harmony
  - principles of design
  - face shapes
- knowledge of factors affecting:
  - client's pain tolerance
  - needle/probe size selection
  - correct probing and successful treatment outcomes
  - safety and comfort
  - causes of skin damage
- factors affecting treatment planning including skin healing, skin reaction, follicle distribution, areas treated, extent of area to be treated, client finances, pain tolerance.
- knowledge of the salon product/equipment range and manufacturers instructions/data sheets.

## EVIDENCE GUIDE (CONTINUED)

### Interdependent assessment of units

**This refers to an assessment relationship between units.**

Prerequisites for this unit are Units 1-8 and Unit 24, “Assess Client’s Treatment Needs”

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of cosmetic tattooing/micropigmentation services has been performed. Also, a variety of client requirements/needs should be included to ensure that a range of variables are covered.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit may be assessed through access to a range of clients with a variety of cosmetic tattooing/micropigmentation requirements, a professional treatment couch in a fully equipped treatment area, a variety of pigments, current Health Regulations and the relevant Skin Penetration Act.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	2	2	1	2	2





## WRB32A

## Co-ordinate Work Teams

---

**This unit is equivalent to Unit WRRER2A “Co-ordinate Work Teams” in the National Retail Core Competency Standards. It requires a level of competency involving monitoring, coaching and motivation of other staff and creating an environment in which team members are motivated**

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB32A.1 Monitor and Organise Staffing Levels</b>	<ul style="list-style-type: none"><li>• Staffing levels and rosters in designated areas maintained within budget and according to salon policy and procedures.</li><li>• Team rostered according to anticipated sales and service peaks and statutory requirements.</li><li>• Team members informed of individual rosters according to salon policies and procedures.</li><li>• Corrective action taken as needed according to staff availability.</li></ul>
<b>WRB32A.2 Inform Team Members</b>	<ul style="list-style-type: none"><li>• Team informed of expected standards of work and behaviour required by salon policy in a manner and at a level and pace appropriate to the individual.</li><li>• Staff communication and motivation programs implemented according to salon policy.</li><li>• Salon targets compared to individual/team results.</li><li>• Staff meetings conducted to address issues within area of authority according to salon policy.</li><li>• New staff members inducted into teams according to salon policy.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB32A.3 Coach on the Job</b>	<ul style="list-style-type: none"> <li>• Opportunities taken to coach team members who are unfamiliar with specific procedures.</li> <li>• Team member made aware of the work application of the skill or job being taught.</li> <li>• A systematic approach is enlisted including explanation and demonstration where appropriate.</li> <li>• Team members encouraged by positive comments and feedback from the staff member.</li> <li>• Feedback during instruction designed to help team members learn /adjust their work skills.</li> <li>• Team members encouraged and guided to evaluate their own performance and diagnose it for improvement.</li> <li>• Team members' performance evaluated according to salon policies and procedures.</li> </ul>
<b>WRB32A.4 Motivate the Team</b>	<ul style="list-style-type: none"> <li>• Strengths and weaknesses of team identified against current and anticipated work requirements.</li> <li>• Individuals within the team encouraged to contribute to discussion and planning of team objectives/goals.</li> <li>• Team objectives/goals reviewed, updated and reviewed on a regular basis in consultation with relevant staff members.</li> <li>• Positive and constructive relationships developed with and between team members.</li> <li>• All team members treated fairly, equally and with respect.</li> <li>• Responsibility for developing own competencies accepted and realistic objectives identified.</li> </ul>
<b>WRB32A.5 Maintain Staffing Records</b>	<ul style="list-style-type: none"> <li>• Staff records maintained in regard to: <ul style="list-style-type: none"> <li>- attendance</li> <li>- leave entitlements</li> <li>- training</li> <li>- discipline</li> </ul> </li> </ul> <p>as required according to salon policy and relevant awards and agreements.</p>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to Human Resources issues and staffing requirements.
- Size, type and location of salon/store.
- Staff may come from a range of social cultural and ethnic backgrounds.
- Staff may have varying degrees of language and literacy levels.
- Routine or busy trading conditions.
- Cost considerations in relation to staffing.
- Salon rostering system.
- Range of responsibilities/job descriptions.
- Staff records systems may be manual or electronic.
- Staff numbers.
- Staff may be full-time or part-time.
- Communication with team may be face to face, individually, in groups, or written.
- Staff induction may include:
  - formal training program
  - one-to-one coaching
- Coaching may be done frequently or infrequently, formally or informally.
- Staff numbers may vary according to:
  - peak trading times
  - special events/seasons
  - promotions.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to co-ordination of staff.
- Knowledge and consistent application of state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knowledge of and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Knowledge and consistent application of salon/store policies and procedures in regard to monitoring and organising staffing levels, communicating with staff, coaching, and motivating staff and maintaining staff records according to the range of variables.
- Evidence of the ability to accurately interpret and consistently apply state and local statutory requirements/regulations including relevant industry awards/agreements and to maintain staff records as required.
- Demonstration of a practical ability to monitor and organise staffing levels.
- Demonstration of a practical ability to coach team members according to the range of variables.
- Demonstration of a practical ability to build positive and constructive relationships with a team.
- Demonstration of a practical ability to accurately interpret and communicate information to team members.
- Evidence of the ability and skill to consistently use time effectively.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- knowledge of salon/store policies and procedures in regard to work teams, staffing rosters, personnel records.
- knowledge of relevant legislation and statutory requirements, including industry awards/agreements and salon policy in regard to working periods, overtime, breaks.
- knowledge of the following procedures in relation to co-ordination of staff including:
  - staff roster system.
  - employment classifications, full-time or part-time.
  - meeting procedure
  - issues regarding the following:
    - \* equal opportunity
    - \* grievance procedures
    - \* discrimination
    - \* current industrial requirements
- ability to demonstrate the following skills in relation to co-ordination of staff including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills:
    - \* negotiation techniques
    - \* coaching skills
    - \* team building and motivation skills.
    - \* conflict resolution.
    - \* planning skills.
    - \* assertiveness.
    - \* group presentation skills.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites for this Unit are Units 1 - 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.

This section should be read in conjunction with the **Qualifications and Assessment Guidelines of the NBTP**.

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of work team co-ordination activities.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of situations until competency is achieved.

Evidence collected should indicate that a range of work team co-ordination activities have been performed.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

This refers to the resources that are necessary for undertaking the assessment.

Competency for this unit may be assessed through access to salon policies and relevant awards/agreements and a real or simulated work team.

### Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	1

# WRB33A

# Maintain Employee Relations

This unit is equivalent to Unit WRRER3A “Maintain Employee Relations” in the National Retail Core Competency Standards. It involves the application of award/enterprise agreements, minimising of interpersonal conflict and applying dispute/grievance procedures or referring disputes to appropriate personnel.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB33A.1 Identify the Awards/Agreements</b>	<ul style="list-style-type: none"><li>• Relevant awards/enterprise agreements identified and interpreted accurately.</li><li>• Relevant awards/enterprise agreements applied accurately and equally to all staff.</li><li>• Staff regularly and accurately informed of changes in awards/enterprise agreements.</li></ul>
<b>WRB33A.2 Identify and Minimise Potential Industrial Problems</b>	<ul style="list-style-type: none"><li>• Opportunities for staff to discuss problems which directly or indirectly affect their work regularly provided.</li><li>• Staff counselled if required in a positive and constructive manner or referred to appropriate personnel when necessary.</li><li>• Potential and actual conflicts between staff identified promptly and effective remedial action taken as soon as practicable.</li><li>• Remedial action applied according to salon policy and legislative requirements.</li><li>• Records of conflict and outcomes maintained accurately and according to salon policy.</li></ul>
<b>WRB33A.3 Implement Dispute Settlement Procedures</b>	<ul style="list-style-type: none"><li>• Disputes or grievances promptly identified.</li><li>• Salon/store policies and procedures and legislative requirements applied accurately and promptly.</li><li>• Staff accurately informed of current procedures and policies.</li><li>• All procedures and policies applied in an impartial manner.</li><li>• Details of all procedures accurately and completely recorded and made available to authorised personnel.</li><li>• Unsettled disputes or grievances promptly referred to management.</li><li>• Recommendation for improvements to dispute/grievances procedures referred to management.</li></ul>



## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store policies and procedures in regard to employee relations.
- Relevant industry awards/enterprise agreements.
- Size, type and location of salon.
- Staff may come from a range of social, cultural and ethnic backgrounds.
- Staff may have varying degrees of language and literacy levels.
- Range of responsibilities/job description.
- Interpersonal conflict is minimised to:
  - promote effective working relationships
  - prevent disciplinary or grievance procedures becoming necessary.
- Interpersonal conflict may occur between individuals or teams.
- Conflict may be minimised formally or informally.
- Grievance procedures may be initiated by management, staff or staff representatives.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to Employee Relations.
- Knowledge and consistent application of state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knowledge of and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Knowledge and consistent application of salon/store policies and procedures in regard to administering awards, identifying and minimising potential industrial problems and implementing dispute procedures.
- Evidence of the ability to accurately interpret and consistently apply state and local statutory requirements/regulations including relevant industry awards/agreements.
- Demonstration of a practical ability to identify, monitor and minimise potential industrial problems.
- Demonstration of a practical ability to implement dispute settlement procedures.

### **Consistency in performance**

Consistent repetition as part of the daily routine will ensure competence and lead to an understanding of the underpinning critical issues involved in this unit.

### **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- knowledge of salon/store policies and procedures in regard to administering awards, identifying and minimising potential industrial problems and implementing dispute procedures.
- knowledge of relevant legislation and statutory requirements, including:
  - industry awards/agreements
  - equal opportunity legislation
  - equal employment opportunity legislation
  - anti-discrimination legislation
- knowledge of procedures for application of salon policy and legislative requirements in regard to:
  - interpersonal conflict
  - grievance procedures
  - personal animosity
  - discriminatory behaviour
  - anti-discrimination issues
  - equal opportunity issues
  - non-compliance with salon policy and procedures
  - staff counselling and disciplinary procedures
  - staff employee relations training
  - unfair dismissal legislation and procedures
  - current industrial requirements
- ability to demonstrate the following skills in relation to co-ordination of staff including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills:
    - \* negotiation techniques
    - \* coaching skills
    - \* team building and motivation skills
    - \* conflict resolution
    - \* planning skills
    - \* assertiveness
    - \* group presentation skills

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisite for this Unit are Units 1 - 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of employee relations activities.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of situations until competency is achieved.

Evidence collected should indicate that a range of employee relations procedures/activities have been performed.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit may be assessed through access to copies of current relevant awards/agreements and a real or simulated work environment.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	2	2	1



# WRB34A Investigate New Products and Services

This unit incorporates elements from Unit WRRI4A “Buy Merchandise” in the National Retail Core Competency Standards. It involves competencies concerned with the planning and introduction of product and service ranges, establishing contacts with suppliers and setting prices to maximise profits.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB34A.1 Analyse Market</b></p>	<ul style="list-style-type: none"> <li>• Salon/store marketing policies identified.</li> <li>• Customer requirements monitored informally in order to evaluate market trends and customer needs.</li> <li>• New products and services accurately identified.</li> <li>• Opportunities to improve sales and services accurately identified.</li> <li>• Product and service range monitored to identify the demand for individual items and seasonal variations.</li> <li>• Market competition accurately identified.</li> </ul>
<p><b>WRB34A.2 Plan Product and Service Range</b></p>	<ul style="list-style-type: none"> <li>• Service and product range identified and implemented in accordance with salon policies and market analysis, sales performance and fashion trends.</li> <li>• New products and techniques for service range identified according to salon policy.</li> <li>• Salon space requirements and product/service mix identified according to salon policy.</li> </ul>
<p><b>WRB34A.3 Maintain Supplier Relations</b></p>	<ul style="list-style-type: none"> <li>• Importance of co-operative relationships with supplier identified.</li> <li>• New suppliers identified and existing suppliers deleted according to performance indicators of price, quality, performance, supply reliability, product range and salon/store requirements.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB34A.4 Negotiate Supply of Goods</b>	<ul style="list-style-type: none"> <li>• Arrangements with suppliers negotiated and implemented according to salon/store policies and procedures.</li> <li>• Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary.</li> <li>• Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time lines.</li> <li>• Immediate corrective action taken where potential or actual problems with supply indicated.</li> <li>• New suppliers identified and developed to maintain and improve sales and service delivery.</li> <li>• Analyse, evaluate and amend stock/product range and source of supply according to management, staff and customer feedback.</li> </ul>
<b>WRB34A.5 Monitor Quality Control</b>	<ul style="list-style-type: none"> <li>• Merchandise quality standards where applicable established with suppliers according to legal requirements, customer requirements and salon policy.</li> <li>• Quality of merchandise monitored and ensured during supply and delivery process.</li> <li>• Stock return figures recorded and analysed against target figures.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB34A.6 Introduce Product Range</b>	<ul style="list-style-type: none"> <li>• Staff informed of new product ranges and advised of preferred location of merchandise.</li> <li>• Staff training in product knowledge implemented to introduce product range.</li> <li>• New products/services demonstrated/displayed to staff according to salon merchandising plan.</li> </ul>
<b>WRB34A.7 Maximise Profit</b>	<ul style="list-style-type: none"> <li>• Individual product range contributions are calculated/estimated against budget/targets.</li> <li>• Product range assessment checks developed and implemented against budget/targets.</li> <li>• Profit margins maximised in negotiations with suppliers.</li> <li>• Salon/store pricing policies for services and products determined, according to stated net profit margin in salon merchandising plan and Consumer Law.</li> <li>• Specifications for terms of trade negotiated in regard to: <ul style="list-style-type: none"> <li>- special buys</li> <li>- payment terms</li> <li>- promotional deals with suppliers</li> </ul> </li> </ul>
<b>WRB34A.8 Rationalise Stock</b>	<ul style="list-style-type: none"> <li>• Stock/product range updated at regular intervals.</li> <li>• Stock product lines to be deleted identified and action taken to minimise adverse effect on profit.</li> <li>• Stock consolidated as required to maximise sales potential.</li> </ul>



## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon/store merchandise and marketing policies which may include:
  - salon/store culture
  - current market position
  - target markets.
- Size, type and location of salon.
- Type of market and customer needs.
- Salon product and service range.
- Product range may be existing or new.
- Salon pricing, labelling and packaging requirements.
- Types and location of suppliers.
- Local or overseas suppliers.
- Salon quality control policies and procedures.
- Suppliers may be existing or new contacts.
- Staff training policies and procedures.
- Sources of supply may be internal or external.
- Negotiation process may include:
  - face to face
  - correspondence
  - meetings
  - telephone or electronic media.
- Reasons for deletion of stock lines may include:
  - changes in salon/store policy/culture
  - sales performance
  - customer requirements
  - fashion trends
  - product availability
  - problems with supply.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon/store policies and procedures and industry codes of practice in regard to salon merchandising and marketing policies.
- Knowledge and consistent application of state and local statutory requirements/regulations including Consumer Law.
- Knowledge and consistent application of salon/store policies and procedures in regard to market analysis, planning, procurement and rationalisation of product and service ranges, maintenance of supplier relations and quality control, according to the range of variables.
- Evidence of the ability to accurately interpret market trends and consistently create opportunities to improve sales and services, while maximising profits.
- Demonstration of a practical ability to analyse market and plan and introduce a product and service range.
- Demonstration of a practical ability to maintain supplier relations, negotiate supply of goods, rationalise stock and monitor quality control.
- Demonstration of a practical ability to train/communicate information to team members, in regard to product range.

### **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- knowledge of salon/store policies and procedures in regard to merchandising and marketing policies.
- knowledge of relevant legislation and statutory requirements, including Consumer law.
- knowledge of the following procedures in relation to investigation of products and services:
  - industry codes of practice.
  - market needs.
  - range of products/services available.
  - market competition.
  - current and future stock levels.
  - existing and possible new suppliers.
  - salon quality control procedures and requirements.
  - staff product training policies.
  - profit requirements.
- ability to demonstrate the following skills in relation to investigation of products and services including:
  - evaluation and analysis of market trends and projections
  - evaluation and analysis of sales figures and investment levels
  - evaluation and analysis of space requirements
  - listening and questioning techniques
  - verbal and non-verbal communication skills:
    - \* negotiation techniques
    - \* coaching skills
    - \* team building and motivation skills.
    - \* conflict resolution.
    - \* planning skills.
    - \* assertiveness.
    - \* group presentation skills.
    - \* analysis and evaluation skills.

### **Interdependent assessment of units**

**This refers to an assessment relationship between units.**

Prerequisites for this Unit are Units 1 - 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of products and services.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of products/services/situations until competency is achieved.

Evidence collected should indicate that a range of product and service investigations have been conducted and that a buying plan has been developed, implemented and monitored.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit may be assessed through access to salon merchandising and marketing policies and relevant state and local statutory requirements/regulations including Consumer Law. and a real or simulated salon situation and work team.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	3	2	2	1	2	1



# WRB35A Implement Training

This unit deals with the skills required for people who provide training in the workplace but for whom the training function is not a major part of their job. They may provide training infrequently or regularly within a structured training context. Training may be provided on a one-to-one or on a small group basis.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB35A.1 Confirm the Need for Training</b>	<ul style="list-style-type: none"><li>• Specific training needs identified or advised by team members or management.</li><li>• Specific training needs confirmed with appropriate personnel.</li><li>• Training objectives reflect specific training needs.</li></ul>
<b>WRB35A.2 Plan and Document Training</b>	<ul style="list-style-type: none"><li>• Training outcomes clearly stated.</li><li>• Steps in training session follows a logical sequence.</li><li>• The training method(s) selected are appropriate for:<ul style="list-style-type: none"><li>- the training outcomes</li><li>- team member characteristics</li><li>- availability of equipment and resources.</li></ul></li><li>• Provision for practice of skills by team members made.</li><li>• Provision for monitoring team members' progress made.</li><li>• Evidence required for assessment and how it will be collected, stated.</li></ul>
<b>WRB35A.3 Arrange Location and Resources</b>	<ul style="list-style-type: none"><li>• Resources required for training identified and approved by appropriate personnel.</li><li>• Suitable locations and times for training arranged.</li><li>• Equipment, tools and other resources available when needed.</li><li>• Arrangements made with people who are required to assist/participate with training session(s).</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB35A.4 Notify Team members</b>	<ul style="list-style-type: none"> <li>• Team members notified of time and place of training session.</li> <li>• Team members' supervisor(s) are notified of the time and place of the training and of any other requirements for the training session.</li> <li>• The purpose of the training is notified to all involved.</li> </ul>
<b>WRB35A.5 Prepare Team members</b>	<ul style="list-style-type: none"> <li>• Objectives of the training session are explained and discussed with the team members in the context of salon policy and procedures.</li> <li>• Sequence of activities to be followed during training session is explained to team members.</li> <li>• Team members are made aware of the work application of the skill or job being taught.</li> <li>• Barriers to the performance of the job being taught are identified and discussed with team members.</li> </ul>
<b>WRB35A.6 Instruct Team members</b>	<ul style="list-style-type: none"> <li>• Assessment process explained to team members.</li> <li>• A systematic approach is taken to instruction, taking into account: <ul style="list-style-type: none"> <li>- explanation</li> <li>- demonstration</li> <li>- review</li> <li>- team member explanation</li> <li>- team member demonstration</li> <li>- feedback.</li> </ul> </li> <li>• Instruction process revised and modified as necessary to meet the team members' learning needs.</li> <li>• Team members encouraged by positive comments and feedback from the trainer.</li> <li>• Feedback during instruction designed to help team members learn from their mistakes.</li> <li>• Team members encouraged and guided to evaluate their own performance and diagnose it for improvement.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB35A.7 Provide Opportunities for Practice</b>	<ul style="list-style-type: none"> <li>• Practice opportunities provided according to the specific learning situation and training objectives.</li> <li>• Constructive feedback and reinforcement provided during practice.</li> <li>• Team members' readiness for assessment monitored.</li> </ul>
<b>WRB35A.8 Confirm Team Member has Reached Required Standard of Performance</b>	<ul style="list-style-type: none"> <li>• Evidence of satisfactory performance by the team member collected in accordance with the training session plan.</li> <li>• The team member advised that he/she has/has not reached the required standard of performance.</li> <li>• Appropriate personnel are advised that the team member has/has not reached the required standard of performance.</li> </ul>
<b>WRB35A.9 Evaluate Training Session</b>	<ul style="list-style-type: none"> <li>• Team members are encouraged to raise problems or difficulties with any aspect of the training session.</li> <li>• Team members asked to discuss their ability to apply the learning outcomes.</li> <li>• Team members response to the overall training session requested.</li> <li>• Own performance reviewed against session objectives and in response to team members' comments.</li> <li>• Review comments summarised.</li> <li>• Results of the evaluation used to guide further training.</li> </ul>
<b>WRB35A.10 Record Training</b>	<ul style="list-style-type: none"> <li>• Team members' results accurately recorded according to salon policies and procedures.</li> <li>• Other records as required by legislation or agreement kept.</li> <li>• Records released to authorised personnel only.</li> <li>• Records securely stored according to salon policy.</li> </ul>



## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to training.
- Size, type and location of salon.
- Salon product and service range.
- Training may be done regularly or infrequently.
- Training may be provided on a one-to-one basis or in group situations.
- Team members may come from a range of social, cultural or ethnic backgrounds and age groups.
- Team members may have varying degrees of literacy and numeracy skills.
- Availability of appropriate training staff.
- Team member interest areas.
- Extent and type of documentation required.
- Financial responsibility to be exercised.
- Extent of autonomy and decision making responsibilities.
- Level occupied within organisation and reporting responsibilities.
- Training environment, facilities and equipment.
- Training/learning methodologies to be employed.
- Subject matter.
- Trainee group size.
- Scope of trainee population.
- Team members may be full-time or part-time.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**This relate to particular knowledge and skills that are essential to be considered.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to training and assessment.
- Knowledge and consistent application of state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knowledge of and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the knowledge and consistent application of the following procedures:
  - confirmation of specific training needs
  - planning and documentation of training program
  - arrangement of location and resource
  - notification of team members
  - preparation of team members
- Knowledge and consistent application of appropriate methods to prepare and instruct team members, according to current Beauty Industry Competency Standards requirements and the range of variables.
- Evidence of the ability to accurately interpret and consistently apply current Beauty Industry Competency Standards to workplace training.
- Demonstration of a practical ability to evaluate and review training program according to the range of variables.
- Demonstration of a practical ability to accurately interpret and communicate information to salon team members.

### **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- knowledge of salon policies and procedures in regard to training.
- knowledge of relevant legislation and statutory requirements.
- knowledge of the following information in relation to training, including:
  - team members' characteristics, e.g. language, literacy, numeracy, social, cultural or ethnic background, previous experience and age group.
  - possible training times, venues and resources
  - resource requirements
  - resources available
  - training subject/topic area.
- knowledge of training skills including:
  - use of training equipment.
  - training techniques.
- ability to demonstrate the following skills in relation to staff training including:
  - listening and questioning techniques.
  - verbal and non-verbal communication skills:
    - \* negotiation techniques
    - \* coaching skills
    - \* motivation skills
    - \* conflict resolution
    - \* planning skills
    - \* group presentation skills
    - \* industry skills in the area being taught and all related units at the appropriate level in the National Beauty Competencies.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of staff training situations.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of staff training situations until competency is achieved.

Evidence collected should indicate that a range of training activities have been performed.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed in an environment which is fully equipped for the purpose of training, ie the specific competencies which are the subject of that training.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	1	3	1



# WRB36A

# Prepare for Training

---

This unit deals with the skills required for program development and documentation. Training is mostly provided for groups of trainees.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB36A.1 Confirm the Need for Training</b>	<ul style="list-style-type: none"><li>• Information on training needs collected using appropriate investigation methods.</li><li>• Appropriate methods of analysis used to interpret the information.</li><li>• Conclusions about the need for training verified with appropriate personnel.</li></ul>
<b>WRB36A.2 Define Training Requirements</b>	<ul style="list-style-type: none"><li>• Competencies that relate to specific jobs, roles or functions identified.</li><li>• Applicable endorsed competency standards obtained and used.</li><li>• Competencies held by individuals correctly compared with competencies required for the job, role or function.</li><li>• Training outcomes identified in consultation with relevant parties.</li><li>• Barriers to learning identified.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB36A.3 Develop Training Programs</b>	<ul style="list-style-type: none"> <li>• Learning outcomes clearly specify performance requirements and underpinning knowledge requirements.</li> <li>• Sequence and timing of the learning outcomes recorded.</li> <li>• Strategies adopted to make training accessible and effective for all trainees.</li> <li>• Strategies to overcome barriers to learning developed.</li> <li>• Training methods identified which are appropriate for: <ul style="list-style-type: none"> <li>- the training outcomes</li> <li>- trainee characteristics</li> <li>- availability of equipment and resources.</li> </ul> </li> <li>• Training designed and developed so that, at appropriate stages, learning will be confirmed and feedback provided to trainees.</li> <li>• Opportunity provided for trainees to relate learning to their work situation.</li> <li>• Trainees given the opportunity to manage their own learning.</li> <li>• Learning materials identified.</li> <li>• Evidence required for assessment and how it will be collected stated.</li> <li>• Training cost identified and confirmed with appropriate personnel.</li> </ul>
<b>WRB36A.4 Prepare Learning Materials</b>	<ul style="list-style-type: none"> <li>• Learning outcomes listed.</li> <li>• Design decisions taken to overcome barriers to learning.</li> <li>• Subject matter required to achieve the learning outcomes specified.</li> <li>• Formats for the material selected which enhance the learning capability of trainees.</li> <li>• Text appropriate in terms of language, style and level, used.</li> <li>• Clear, accurate visual materials conforming to display conventions used.</li> <li>• Instructions for use of required equipment provided.</li> <li>• Copyright laws observed.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB36A.5 Manage Training Events</b></p>	<ul style="list-style-type: none"> <li>• Resources required for training identified, and approved by appropriate personnel.</li> <li>• A training location identified and arranged to support the learning opportunities specified.</li> <li>• Required equipment, tools and other resources identified and arranged to support the learning opportunities specified.</li> <li>• Arrangements made with any people who are required to help in the training program.</li> <li>• Training environment arranged is safe and accessible.</li> </ul>
<p><b>WRB36A.6 Establish Training Data Bank</b></p>	<ul style="list-style-type: none"> <li>• List of internal training resource people maintained.</li> <li>• External people from whom information on training can be obtained identified and their names recorded in an accessible form.</li> <li>• Training material and information on training and assessment held in an accessible form.</li> <li>• An up to date register of likely external courses and providers maintained.</li> </ul>



## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

Category 2 Workplace Trainers applies to those people for whom training is a large part of their job, or the full job function within a structured training context.

Training provision may range from one-to-one, small group or large group training. It may include both on-and off-the-job training provision.

They have considerable responsibility for program development and documentation, assessing trainees, reporting and recording training outcomes.

The following variables may be present:

- Training methods.
- Extent and type of documentation required.
- Extent of autonomy and decision making responsibilities.
- Training location, environment, facilities and equipment.
- Training group size.
- Training may be done regularly or infrequently.
- Characteristics of persons being assessed.
- Trainees may come from a range of social, cultural and ethnic backgrounds.
- Trainees may have varying degrees of literacy and numeracy skills.
- Trainees may have special needs. Reasonable adjustments may need to be made in the training process. Trainees with special needs may include those with disabilities or with literacy, numeracy or language difficulties, those who come from non-English speaking backgrounds, or are anxious or inexperienced.
- Examples of reasonable adjustments include provision of personal support services (eg. Auslan interpreter, reader, interpreter (language), attendant carer, scribe), use of special equipment (eg. word processor or lifting gear) or adaptive technology, shorter training sessions to allow for fatigue or medication, use of large print version of any papers.
- Training may take place on-the-job and/or off-the-job dependent upon industry, enterprise or training establishment policy and the training techniques used.
- Development of training program may take into account:
  - number of persons being trained
  - duration of training program
  - organisational constraints within which trainers must operate
  - occupational health and safety factors
  - relationship of the trainer to other people in the training area
  - frequency of training sessions
  - budgetary restraints
  - information needs of relevant organisations such as affirmative action agencies.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of policies, procedures and industry codes of practice in regard to training and assessment.
- Knowledge and consistent application of state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knowledge of and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the knowledge and consistent application of the following procedures:
  - confirmation of specific training needs including:
    - \* knowledge of investigation methods
    - \* acceptable rationale for choice of investigation methods
    - \* necessary range of investigations
  - planning and documentation of training program including:
    - \* recognition of barriers to learning among trainees such as language, literacy and numeracy skills, or barriers arising from cultural background, physical impairment or previous experience of the trainees.
  - development of training programs including:
    - \* knowledge of a variety of presentation/training methods
    - \* explanation of training methods selected
    - \* recognition of barriers to learning
  - preparation of learning materials including:
    - \* criteria explored for selecting media, text and visual materials
    - \* basic knowledge of display conventions
    - \* knowledge of relevant copyright laws
  - management of training events including recording of venues.
  - establishment of training data bank to include indexed, annotated records of internal and external training resources.
- Knowledge and consistent application of appropriate methods to prepare and instruct team members, according to current Beauty Industry Competency Standards requirements and the range of variables.
- Evidence of the ability to accurately interpret and consistently apply current Beauty Industry Competency Standards to workplace training.
- Demonstration of a practical ability to develop training programs and prepare learning materials according to the range of variables.
- Demonstration of a practical ability to manage training events and to establish a training data bank.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- knowledge of workplace policies and procedures in regard to training.
- knowledge of relevant legislation and statutory requirements.
- knowledge of the following information in relation to training, including:
  - team members' characteristics, eg. language, literacy, numeracy, social, cultural or ethnic background, previous experience and age group.
  - possible training times, venues and resources
  - resource requirements
  - resources available
  - training subject/topic area
- knowledge of training skills including:
  - use of training equipment
  - training techniques
- ability to demonstrate the following skills in relation to training including:
  - listening and questioning techniques.
  - verbal and non-verbal communication skills:
    - \* negotiation techniques
    - \* coaching skills
    - \* motivation skills.
    - \* conflict resolution.
    - \* planning skills.
    - \* group presentation skills.
    - \* organisational skills
    - \* industry skills in the area being taught and all related units at the appropriate level in the National Beauty Competencies.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of training situations.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of training situations until competency is achieved.

Evidence collected should indicate that a range of training activities have been performed.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed in an environment which is fully equipped for the purpose of training, ie the specific competencies which are the subject of that training.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	1	3	1



# WRB37A

# Deliver Training

---

This unit is similar to BSZ407A Deliver Training Sessions in the Training Package for Assessment and Workplace Training. Training is mostly provided for groups of trainees. Trainers have considerable responsibility for program development and documentation, assessing trainees, reporting and recording.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB37A.1 Prepare Trainees for the Learning Experience</b>	<ul style="list-style-type: none"><li>• Training objectives and learning outcomes explained to, and discussed with, trainees.</li><li>• Any barriers to learning explored with trainees.</li><li>• The sequence of activities to be followed in the training program is explained to trainees.</li><li>• Ways in which the competencies to be developed and assessed are explained to, and discussed with, trainees.</li></ul>
<b>WRB37A.2 Present Training Session</b>	<ul style="list-style-type: none"><li>• Presentation and training methods are structured and appropriate for the development of the competencies by the trainees.</li><li>• Presentation and training methods provide variety, encourage participation and reinforce key points.</li><li>• Presentation process reviewed and modified as necessary to meet trainees' learning needs.</li><li>• Training equipment and materials used in a way that improves the trainees' learning.</li><li>• Information clear and accurate and presented in correct sequence.</li><li>• Trainees encouraged to participate by asking questions, clarifying points of concern and contributing comments at appropriate and identified stages.</li><li>• Supplementary information provided to enhance and clarify understanding as required.</li><li>• Summaries of key points used at appropriate times in the presentation session to reinforce learning.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB37A.3 Support Trainees in Managing Their Own Learning</b>	<ul style="list-style-type: none"> <li>• Resource materials suitable for self-managed learning provided.</li> <li>• Trainees briefed in their role.</li> <li>• Health and safety hazards pointed out to trainees.</li> <li>• Timely information and advice given to trainees during the learning process.</li> <li>• Assistance provided to those who require help.</li> <li>• Opportunities to make choices and decisions provided.</li> </ul>
<b>WRB37A.4 Facilitate Group Learning</b>	<ul style="list-style-type: none"> <li>• Trainees briefed on the rationale, process and outcomes of a group approach.</li> <li>• Group training methods used to maximise learning effectiveness.</li> <li>• Individuals assigned to groups in which they can work effectively.</li> <li>• Groups provided with clear directions and guidance on content and process as required.</li> <li>• Groups assisted to recognise the needs and requirements of individual members.</li> <li>• Interventions by the trainer in group discussions properly managed.</li> <li>• Review of group processes shared between the participants and the trainer.</li> </ul>
<b>WRB37A.5 Provide Opportunities for Practice</b>	<ul style="list-style-type: none"> <li>• Practice opportunities provided according to the specific learning situation and the training program.</li> <li>• Trainees' readiness for assessment as having achieved competency monitored and discussed with trainees.</li> <li>• Process, rationale and outcomes of practice discussed with trainees.</li> <li>• Constructive feedback and reinforcement provided during practice.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
-----------------------	----------------------

**WRB37A.6 Provide Feedback on Progress to Trainees**

- Trainee’s progress evaluated against learning outcomes, organisation and trainee goals.
- Feedback given to trainees on the outcomes of progress review.
- Trainees helped to consider their progress.
- Progress results diagnosed to provide a guide for the approach to next steps in training.

**WRB37A.7 Review Delivery Experience**

- Trainees’ reaction to the delivery sought and discussed at appropriate times.
- Trainer’s performance self-assessed against predetermined goals.
- Adjustments to delivery practices considered and incorporated.



## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

Category 2 Workplace Trainers applies to those people for whom training is a large part of their job, or the full job function within a structured training context.

Training provision may range from one-to-one, small group or large group training. It may include both on- and off-the-job training provision.

They have considerable responsibility for program development and documentation, assessing trainees, reporting and recording training outcomes.

The following variables may be present:

- Training methods.
- Extent and type of documentation required.
- Extent of autonomy and decision making responsibilities.
- Training location, environment, facilities and equipment.
- Training group size.
- Training may be done regularly or infrequently.
- Characteristics of persons being assessed.
- Trainees may come from a range of social, cultural and ethnic backgrounds.
- Trainees may have varying degrees of literacy and numeracy skills.
- Trainees may have special needs. Reasonable adjustments may need to be made in the training process. Trainees with special needs may include those with disabilities or with literacy, numeracy or language difficulties, those who come from non-English speaking backgrounds, or are anxious or inexperienced.
- Examples of reasonable adjustments include provision of personal support services (eg. Auslan interpreter, reader, interpreter (language), attendant carer, scribe), use of special equipment (eg. word processor or lifting gear) or adaptive technology, shorter training sessions to allow for fatigue or medication, use of large print version of any papers.
- Training may take place on-the-job and/or off-the-job dependent upon industry, enterprise or training establishment policy and the training techniques used.
- Presentation of training sessions may take into account:
  - number of persons being trained
  - duration of training program
  - organisational constraints within which trainers must operate
  - occupational health and safety factors
  - relationship of the trainer to other people in the training area
  - frequency of training sessions
  - budgetary restraints
- - subject areas
- Trainee interest areas.
- Training/learning methodologies to be employed.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of policies, procedures and industry codes of practice in regard to training and assessment.
- Knowledge and consistent application of state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knowledge of and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of the knowledge and consistent application of the following procedures:
  - preparation of the trainees including:
  - ways of addressing any barriers to learning among trainees such as language, literacy and numeracy levels, or barriers arising from the cultural background, physical impairment or previous experience of the trainees.
  - presentation of training sessions
- Knowledge and consistent application of appropriate methods to prepare and instruct team members, according to current Beauty Industry Competency Standards requirements and the range of variables.
- Evidence of the ability to accurately interpret and consistently apply current Beauty Industry Competency Standards to workplace training.
- Demonstration of a practical ability to present training programs and facilitate group learning, while demonstrating an understanding of group processes and dynamics.
- Demonstration of a practical ability to support trainees, including selection of resource materials, provision of practice opportunities.
- Demonstration of a practical ability to provide feedback to trainees and to evaluate delivery practices.

### **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant occupational health and safety and first aid regulations/requirements
- knowledge of workplace policies and procedures in regard to training.
- knowledge of relevant legislation and statutory requirements.
- knowledge of the following information in relation to training, including:
  - team members' characteristics, e.g. language, literacy, numeracy, social, cultural or ethnic background, previous experience and age group.
  - training subject/topic area.
- knowledge of training skills including:
  - use of training equipment
  - training techniques
- ability to demonstrate the following skills in relation to training including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills:
    - \* negotiation techniques
    - \* coaching skills
    - \* motivation skills.
    - \* conflict resolution.
    - \* planning skills.
    - \* group presentation skills.
    - \* organisational skills
    - \* industry skills in the area being taught and all related units at the appropriate level in the National Beauty Competencies.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This unit should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of training situations.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of training situations until competency is achieved.

Evidence collected should indicate that a range of training activities have been performed.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed in an environment which is fully equipped for the purpose of training, ie the specific competencies which are the subject of that training.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	1	3	1



# WRB38A

# Assess Workplace Competencies

---

**This unit may involve persons working in any position involving assessment functions. The standard refers to the assessment role rather than assessment as an occupation. The role is often integrated with a range of other functions.**

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB38A.1 Identify and Explain Assessment Context</b>	<ul style="list-style-type: none"><li>• Purpose of assessment discussed and confirmed with staff being assessed.</li><li>• Current endorsed competency standards, learning outcomes, or performance measures relevant to the assessment identified according to salon policy and communicated to staff being assessed.</li></ul>
<b>WRB38A.2 Salon Policy Discussed With Staff</b>	<ul style="list-style-type: none"><li>• Assessment procedure explained and agreement obtained.</li><li>• Legal and ethical responsibilities associated with assessment identified, and explained to the person(s) being assessed.</li><li>• Assessee's needs checked to ascertain whether the allowable adjustments in the assessment procedure applying to those with special needs, are required.</li></ul>

**WRB38A.3 Plan Evidence Gathering Opportunities**

- Opportunities identified to gather evidence of competency occurring as part of workplace or training activities.
- Additional evidence which may not occur as part of workplace or training activities identified and gathered.
- All evidence gathering activity planned and scheduled in accordance with the assessment procedure.
- Planned approach to gathering evidence provides sufficient, reliable, valid and fair evidence of competency.
- Planned approach to gathering evidence covers the four key dimensions of competence:
  - task skills
  - task management skills
  - contingency management skills
  - job/role environment skills

**WRB38A.4 Organise Assessment**

- Resources consistent with assessment requirements organised.
- Relevant staff informed of assessment according to salon policy.
- Cost of assessment procedures estimated and submitted if required, according to salon policy.
- Assessment environment prepared to facilitate a fair, valid and reliable assessment.
- Safe, accessible assessment environment ensured.
- Assessor's competence to perform assessment in terms of content, knowledge and experience discussed and confirmed with relevant people.
- Assessment arrangements discussed and confirmed with staff being assessed.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB38A.5 Gather Evidence</b>	<ul style="list-style-type: none"> <li>• Person being assessed put at ease.</li> <li>• Evidence gathered consistent with agreed competency standards, performance measures or learning outcomes being assessed.</li> <li>• Evidence gathered is valid, reliable and consistent with agreed requirements and assessment techniques used.</li> <li>• Evidence gathered for those with special needs according to specified allowable adjustments to the assessment method(s).</li> <li>• Evidence gathered is documented according to salon policy.</li> </ul>
<b>WRB38A.6 Make the Assessment Decision</b>	<ul style="list-style-type: none"> <li>• Evidence evaluated and gathered in terms of its: <ul style="list-style-type: none"> <li>– validity</li> <li>– authenticity</li> <li>– sufficiency</li> <li>– currency</li> <li>– consistent achievement of the specified standards</li> </ul> </li> <li>• Assessment decision made in accordance with the criteria specified in the assessment procedure.</li> <li>• Guidance sought if in doubt, from a more experienced assessor(s) nominated in the assessment procedure.</li> </ul>
<b>WRB38A.7 Record Assessment Results</b>	<ul style="list-style-type: none"> <li>• Assessment results recorded promptly and according to the specified assessment procedure.</li> <li>• Assessment results recorded accurately according to the specified record keeping requirements.</li> <li>• Access to the assessment records provided only to authorised personnel.</li> <li>• Confidentiality of assessment outcome maintained.</li> </ul>



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB38A.8 Provide Feedback to Person(s) Being Assessed</b></p>	<ul style="list-style-type: none"> <li>• Performance of the person(s) being assessed, discussed and confirmed.</li> <li>• Clear and constructive feedback given to the person(s) being assessed.</li> <li>• Ways of overcoming any gaps in their competency revealed by assessment, explored with the person being assessed.</li> <li>• Guidance given on further goals/training opportunities, if appropriate.</li> <li>• Reassessment opportunities and/or review/ appeal mechanisms available where the assessment decision is challenged, advised and confirmed with person(s) being assessed.</li> </ul>
<p><b>WRB38A.9 Report on the Conduct of the Assessment</b></p>	<ul style="list-style-type: none"> <li>• Positive and negative features experienced in conducting assessment reported to those responsible for the assessment procedure.</li> <li>• Any assessment decision disputed by the person(s) being assessed recorded and reported promptly to those nominated in the assessment procedure.</li> <li>• Suggestions for improving any aspect of the assessment process made to those responsible for the assessment procedure.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Salon policies and procedures in regard to training and assessment.
- Size, type and location of salon.
- Salon merchandise and service range.
- Assessment methods.
- Extent and type of documentation required.
- Extent of autonomy and assessment decision making responsibilities.
- Characteristics of person being assessed.
- Assessment location, environment, facilities and equipment.
- Assessment group size.
- Assessment may be done regularly or infrequently.
- Assessment may be provided on a one-to-one basis or in group situations.
- Staff may come from a range of social, cultural and ethnic backgrounds.
- Staff may have varying degrees of literacy and numeracy skills.
- Assessment will cover one or more purposes such as:
  - diagnosis of performance
  - classification of eligibility
  - awarding credentials
  - statement of attainment
  - assurance of progress in learning
  - recognition of prior learning.
- Assessment may include such techniques as:
  - direct observation
  - third party reports
  - practical tasks
  - projects
  - written/oral questioning
  - simulation
  - combination of techniques.
- Assessment methods may include:
  - direct observation of performance
  - practical tasks
  - projects
  - written/oral/computer-based questioning
  - simulation exercises
  - consideration of third party reports
  - self assessment
  - consideration of authenticated prior achievements
  - combination of methods.

## RANGE OF VARIABLES (CONTINUED)

- Evidence gathering/assessment tools may include:
  - specific instructions to be given relating to the performance of practical tasks, processes or simulation exercises
  - specific instructions to be given in relation to the production of projects and exercises
  - sets of oral/written/computer-based questions to be asked
  - performance checklists
  - log books
  - marking guides

A number of these tools may be used in combination in order to provide enough evidence to make a judgement.

- Person(s) being assessed may have special needs. Reasonable adjustments may need to be made in the assessment process. Operators with special needs may include those with disabilities or with literacy, numeracy or language difficulties, those who come from non-English speaking backgrounds, or anxious or inexperienced operators.
- Examples of reasonable adjustments include provision of personal support services (eg. Auslan interpreter, reader, interpreter, attendant carer, scribe), use of special equipment (eg. word processor or lifting gear) or adaptive technology, shorter assessment sessions to allow for fatigue or medication, use of large print version of any papers.
- Assessment may take place in the context of one-to-one or group assessment.
- Assessment may take place in the workplace and/or a training establishment dependent upon industry, enterprise or training establishment policy and the assessment techniques used.
- Assessment may take place on-the-job and/or off-the-job dependent upon industry, enterprise or training establishment policy and the assessment techniques used.
- Review may take into account:
  - number of persons being assessed
  - duration of assessment procedure
  - organisational constraints within which assessors must operate
  - occupational health and safety factors
  - relationship of the assessor to other people in the assessment area
  - frequency of assessment procedure
  - budgetary restraints
  - information needs of relevant organisations such as affirmative action agencies.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of salon policies and procedures and industry codes of practice in regard to training and assessment.
- Knowledge and consistent application of state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knowledge of and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Evidence of knowledge and consistent application of the following procedures:
  - identification and explanation of assessment context
  - planning evidence gathering opportunities
  - organising assessment
  - gathering evidence and making assessment decision
  - recording results and providing feedback
  - reporting on conduct of assessment
- Knowledge and consistent application of appropriate methods to prepare and inform team members in regard to Workplace Assessment, according to current Beauty Industry Competency Standards requirements and the range of variables.
- Evidence of the ability to accurately interpret and consistently apply current Beauty Industry Competency Standards to workplace assessment.
- Demonstration of a practical ability to evaluate and review assessment procedure according to the range of variables.
- Demonstration of a practical ability to accurately interpret and communicate information to the person being assessed.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- The provisions of relevant occupational health and safety and first aid regulations/requirements.
- Knowledge of salon policies and procedures in regard to workplace assessment.
- Knowledge of relevant legislation and statutory requirements.
- Knowledge of the following information in relation to workplace assessment, including:
  - resource requirements
  - resources available.
  - training subject/topic area.
- Current industry practices for the job against which performance is being assessed.
- Relevant assessment techniques and their appropriate application in the assessment process.
- Understanding of the assessment context, e.g. as it relates to government policy or enterprise requirements and the implications of this relationship for the person(s) being assessed.
- Assessment techniques, their scoring and recording requirements and administrative guidelines.
- Understanding of the concepts of validity, authenticity, sufficiency, currency, cost effectiveness and consistency as they apply to evidence gathering.
- Knowledge of the assessment principles included in the national framework for recognition of training (NFROT) agreement.
- Knowledge of all aspects of the assessment procedure established by the industry, enterprise or training establishment/authority.
- Knowledge of any legal and ethical responsibilities associated with the assessment procedure such as licensing requirements, equal employment opportunity, disability, discrimination and occupational health and safety.
- Knowledge of relevant health and safety standards to be observed in the assessment process.
- Staff characteristics, e.g. language, literacy, numeracy, social, cultural or ethnic background, previous experience.
- Knowledge of modifications in the assessment procedure to be applied in the assessment of a person with special needs.
- Use of appropriate communication and interpersonal skills.
- Ability to demonstrate the following skills in relation to workplace assessment including:
  - listening and questioning techniques.
  - verbal and non-verbal communication skills:
    - \* negotiation techniques
    - \* coaching skills
    - \* planning skills
    - \* group presentation skills
    - \* industry skills in the area being assessed and all related units at the appropriate level in the National Beauty Competencies.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of assessment situations.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of assessment situations until competency is achieved.

Evidence collected should indicate that a range of assessment activities have been performed.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed in an environment which is fully equipped for the purpose of assessment, ie the specific competencies which are the subject of that assessment..

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	1	3	1



# WRB39A

# Review and Promote Training

---

This unit is similar to BSZ408A “Review Training” in the Training Package for Assessment and Workplace Training. Workplace Trainers operate within a structured training context. Training is mostly provided for groups of trainees. Trainers have considerable responsibility for program development and documentation, assessing trainees, reporting and recording.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB39A.1 Evaluate Training</b>	<ul style="list-style-type: none"><li>• Training evaluated against identified needs and outcomes.</li><li>• Trainees encouraged to raise problems or difficulties with any aspect of the training session.</li><li>• Trainees’ reaction to training session sought.</li><li>• Trainees encouraged to evaluate their progress towards achieving competency in the skill or job.</li><li>• Own performance reviewed against session objectives and in response to trainees’ comments.</li><li>• Provision of training within approved budget reviewed.</li><li>• The results of the evaluation used to guide further training.</li></ul>
<b>WRB39A.2 Record Training Data</b>	<ul style="list-style-type: none"><li>• Details of training program and participants recorded in accordance with organisation/industry and/or legislative requirements.</li><li>• An appropriate means of storing information on trainees, training programs, and equipment, materials and resources established and maintained.</li><li>• Existing recording systems reviewed and improvements suggested.</li><li>• Training records made available to authorised persons and trainees at the required times according to organisational requirements.</li><li>• Records securely stored.</li></ul>



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB39A.3 Report on Training</b>	<ul style="list-style-type: none"> <li>• Reports on training in the organisation prepared and provided according to organisational requirements.</li> <li>• Reports made on future training initiatives.</li> <li>• Information on achievements of the organisation's training analysed and publicised.</li> <li>• The contribution of training to organisational goals reported.</li> </ul>
<b>WRB39A.4 Promote Training</b>	<ul style="list-style-type: none"> <li>• Advice on the development of training plans provided to appropriate committees, or personnel.</li> <li>• Information on planned training events made widely available.</li> <li>• Benefits of training to individuals and the organisation publicised.</li> <li>• Promotional activities regularly monitored for effectiveness.</li> <li>• Information distributed concerning the relationship between training reform and the organisation.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

Category 2 Workplace Trainers applies to those people for whom training is a large part of their job, or the full job function within a structured training context.

Training provision may range from one-to-one, small group or large group training. It may include both on- and off-the-job training provision.

They have considerable responsibility for program development and documentation, assessing trainees, reporting and recording training outcomes.

The following variables may be present:

- Training evaluation methods.
- Extent and type of documentation required.
- Extent of autonomy and decision making responsibilities.
- Training location, environment, facilities and equipment.
- Training group size.
- Training may be done regularly or infrequently.
- Characteristics of persons being trained/assessed.
- Trainees may come from a range of social, cultural and ethnic backgrounds.
- Trainees may have varying degrees of literacy and numeracy skills.
- Trainees may have special needs. Reasonable adjustments may need to be made in the training process. Trainees with special needs may include those with disabilities or with literacy, numeracy or language difficulties, those who come from non-English speaking backgrounds, or are anxious or inexperienced.
- Examples of reasonable adjustments include provision of personal support services (eg. Auslan interpreter, reader, interpreter (language), attendant carer, scribe), use of special equipment (eg. word processor or lifting gear) or adaptive technology, shorter training sessions to allow for fatigue or medication, use of large print version of any papers.
- Training may take place on-the-job and/or off-the-job dependent upon industry, enterprise or training establishment policy and the training techniques used.
- Recording of training data may take into account:
  - number of persons being trained
  - duration of training program
  - organisational constraints within which trainers must operate
  - occupational health and safety factors
  - methods of storing data
  - budgetary restraints
- - subject areas
- Training data stored may include information on: trainees, training programs, equipment, materials and resources.

## EVIDENCE GUIDE

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the knowledge and consistent application of policies, procedures and industry codes of practice in regard to training and assessment.
- Knowledge and consistent application of state and local statutory requirements/regulations including relevant industry awards/agreements.
- Knowledge of and consistent application of safe work practices in regard to the provision of services according to Occupational Health and Safety regulations/requirements, including first aid procedures as required.
- Knowledge and consistent application of appropriate methods for the evaluation of training programs, and provision of evaluation reports, according to current Beauty Industry Competency Standards requirements.
- Evidence of the ability to accurately interpret and consistently apply current Beauty Industry Competency Standards to workplace training.
- Demonstration of a practical ability to record training data, including record keeping and retrieval systems, security, privacy and access procedures according to organisation/industry and or legislative requirements.
- Demonstration of a practical ability to comment and report on training programs, including indexed, annotated records of internal and external training resources.
- Demonstration of a practical ability to promote training by the dissemination of information to individuals, committees and other interested personnel.

### **Underpinning knowledge and skills**

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- knowledge of workplace policies and procedures in regard to training.
- knowledge of relevant legislation and statutory requirements.
- knowledge of the following information in relation to training, including:
  - industry skills in the area being taught and all related units at the appropriate level in the National Beauty Competencies.
- knowledge of methods of evaluating training programs.
- knowledge of data recording systems.
- knowledge of a variety of reporting procedures.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of training situations.

All assessments must be conducted by assessors who:

- hold a recognised qualification, equivalent to the Assessment Standard contained in the National Competency Standards for Assessment current from September 1995 to August 2000.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of training situations until competency is achieved.

Evidence collected should indicate that a range of activities in regard to evaluation, reporting and promotion of training has been performed.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency in this unit should be assessed in an environment which is fully equipped for the purpose of training, ie the specific competencies which are the subject of that training.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	1	3	1



## WRB40A

# Provide a Safe Working Environment

---

This unit is based on Worksafe Australia Guidelines, generic competencies B and C and requires a range of competencies involving the development and implementation of policies and procedures relating to Occupational Health and Safety and Health and Hygiene issues.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB40A.1 Develop Policies to Establish and Maintain a Safe Working Environment</b>	<ul style="list-style-type: none"><li>• Salon/store policies and procedures developed based upon a commitment to Occupational Health and Safety Guidelines and with regard to relevant government Health and Hygiene Regulations/ Legislation and Skin Penetration Acts.</li><li>• Occupational Health and Safety, Health regulations and Skin Penetration Act responsibilities and duties clearly defined, allocated and included in job descriptions and duty statements for all relevant positions.</li><li>• Financial and human resources for the operation of Occupational Health and Safety Guidelines and relevant government Health and Hygiene Regulations/Legislation and Skin Penetration Acts identified, sought and/or provided promptly and consistently.</li><li>• Information on the Occupational Health and Safety system, Health Regulations and Skin Penetration Act readily accessible and clearly explained to staff.</li><li>• Procedures established to identify existing and potential hazards.</li><li>• Procedures established and maintained to facilitate the reporting of all safety/health/hygiene related incidents.</li><li>• Control measures developed according to the hierarchy of control.</li><li>• Systems established to encourage staff members to report/identify all matters likely to affect workplace health/hygiene/safety.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB40A.2 Consult with Staff</b>	<ul style="list-style-type: none"> <li>• Appropriate consultation processes established and maintained in consultation with staff according to Occupational Health and Safety legislation and salon/store policy.</li> <li>• Issues raised through consultation dealt with and resolved promptly according to salon/store policy.</li> <li>• Information on outcomes of consultation provided to staff clearly and promptly.</li> </ul>
<b>WRB40A.3 Establish and Maintain a Safe Working Environment</b>	<ul style="list-style-type: none"> <li>• Policies and procedures established and maintained to facilitate identification and prevention of hazards.</li> <li>• Identification of potential and existing hazards, addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards according to relevant legislation and codes of practice.</li> <li>• Procedures established and maintained to ensure safe handling and storage of hazardous chemical goods and wastes.</li> <li>• Procedures established and maintained to ensure equipment is maintained and stored safely according to government Health and Hygiene Regulations/Legislation and Skin Penetration Acts and salon/store policy.</li> <li>• Procedures established and maintained to ensure safe lifting and manual handling techniques are employed by staff.</li> <li>• Salon/store emergency procedures established and maintained for location and use of alarms, salon/store evacuation, illness or accident, and for events likely to endanger staff or clients.</li> <li>• First aid procedures established and maintained including: <ul style="list-style-type: none"> <li>- emergency treatment of clients or of the staff.</li> <li>- location and usage of first aid equipment.</li> <li>- procurement of first aid equipment.</li> </ul> </li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>WRB40A.4 Assess Risks</b></p>	<ul style="list-style-type: none"> <li>• Risks presented by identified hazards correctly assessed in accordance with Occupational Health and Safety legislation, government Health and Hygiene Regulations/Legislation Skin Penetration Acts and Industry Codes of Practice.</li> <li>• Procedure for ongoing risk assessment developed and integrated with systems of work and procedures.</li> <li>• Staff activities monitored to ensure this procedure is adopted effectively.</li> <li>• Risk identification and assessment addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards.</li> </ul>
<p><b>WRB40A.5 Control Risks</b></p>	<ul style="list-style-type: none"> <li>• Measures to control assessed risks developed according to the hierarchy of control and implemented according to Occupational Health and Safety legislation, government Health and Hygiene Regulations/Legislation Penetration Acts, industry Codes of Practice.</li> <li>• Interim or contingency measures established and implemented when control measures not immediately practicable, until permanent control measures are implemented.</li> </ul>
<p><b>WRB40A.6 Establish and Maintain Policies to Deal with Hazardous Events</b></p>	<ul style="list-style-type: none"> <li>• Potentially hazardous events correctly identified.</li> <li>• Procedures to control risks associated with hazardous events and meet legislative requirements, developed in consultation with appropriate emergency services.</li> <li>• Appropriate information and training provided to all employees to enable implementation of the correct procedures in all relevant circumstances.</li> </ul>
<p><b>WRB40A.7 Organise Staff Training</b></p>	<ul style="list-style-type: none"> <li>• Occupational Health and Safety training program developed and implemented to ensure all staff are trained in Occupational Health and Safety issues, government Health and Hygiene Regulations/Legislation, Skin Penetration Acts, First Aid and industry Codes of Practice.</li> </ul>



ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>WRB40A.8 Establish and Maintain Record System</b>	<ul style="list-style-type: none"> <li>• System for maintaining Occupational Health and Safety records established and monitored to facilitate identification of patterns of occupational injury and disease according to salon/store policy.</li> </ul>
<b>WRB40A.9 Evaluate Policies and Procedures</b>	<ul style="list-style-type: none"> <li>• Effectiveness of the Occupational Health and Safety system and related policies, procedures and programs assessed according to salon/store policy.</li> <li>• Improvements to the Occupational Health and Safety system developed and implemented to ensure more effective achievement of salon/store policy.</li> <li>• Compliance with Occupational Health and Safety legislation and codes of practice assessed to ensure that legal Occupational Health and Safety standards are maintained.</li> </ul>

## RANGE OF VARIABLES

**The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**

The following variables may be present:

- Relevant legislation and codes of practice.
- Salon/store policies and procedures in regard to Occupational Health and Safety and emergency procedures.
- Salon/store policies and procedures in regard Health and Hygiene Regulations and Skin Penetration Acts.
- Salon/store size, type and location.
- Salon/store product and service range.
- Type of equipment used.
- Risk factors.
- Range of responsibilities/job description.
- Consultation processes.
- Training budget.
- Occupational Health and Safety issues may include:
  - clients and staff, equipment, products, premises or stock
  - sickness and accident reporting procedures
  - storage and use of flammable materials
  - safe lifting and manual handling procedures
  - salon/store evacuation
  - chemical containment.
- First Aid procedures may include:
  - clients, staff or others
  - cardio pulmonary resuscitation
  - blood spills, cuts, abrasions
  - burns, chemical burns or irritants.
- Emergency procedures may involve staff or clients and may include: sickness, accidents, fire, salon/store evacuation, chemical spills, bomb scares, armed robbery, or events likely to endanger staff or clients.
- Processes for consultation with committees, representatives and other relevant bodies.
- Training may be provided on- or off-the-job and may include internal or external team members.

**Each Unit of Competency has an Evidence Guide which relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit of competency in the workplace or a training programme. The following components provide information to assist this purpose.**

### **Critical aspects of evidence**

**These relate to particular knowledge and skills that are considered essential to demonstrate competency in this unit. Evidence of the following needs to be demonstrated.**

- Evidence of the development of salon policies and procedures, including necessary resources, control measures and risk assessments, based upon a commitment to Occupational Health and Safety guidelines, state and local Health and Hygiene requirements/regulations, Skin Penetration Acts and industry codes of practice.
- Evidence of the development of salon policies and procedures in regard to the consistent application by staff members of state and local Health and Hygiene requirements/regulations and Skin Penetration Acts.
- Evidence of the development and consistent application of salon policies and procedures in regard to safe work practices and emergency procedures for the provision of services, and safe use of product including identification of hazards and reporting procedures, according to Occupational Health and Safety regulations/requirements.
- Evidence of the development of salon practices and procedures for Occupational Health and Safety Codes of Practice for First Aid in the Workplace.
- Evidence of the allocation of staff responsibilities for Occupational Health and Safety guidelines, state and local Health and Hygiene requirements/regulations, Skin Penetration Acts and industry codes of practice.
- Knowledge and consistent application of consultative processes in regard to Occupation Health and Safety legislation.
- Evidence of the ability to develop and implement staff training programs for Occupational Health and Safety, state and local Health and Hygiene requirements/regulations, Skin Penetration Acts and industry codes of practice.
- Evidence of the ability to evaluate policies and procedures, and to develop a recording system for sickness/accident/emergency details according to the range of variables.

### Underpinning knowledge and skills

**This refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.**

- the provisions of relevant health and hygiene regulations/requirements and skin penetration acts and industry codes of practice.
- the provisions of relevant occupational health and safety and first aid regulations/requirements.
- the provisions of relevant equal employment opportunity acts.
- knowledge of methods for the development of salon policies and procedures in regard to occupational health and safety codes of practice for first aid in the workplace, including hierarchy of control.
- Knowledge of the transmission routes of infectious conditions and skills in the application of standard infection control precautions.
- knowledge and expertise relevant to the following is required:
  - identification and prevention procedures for fire and safety hazards
  - safe lifting and manual handling techniques
  - evaluation and analysis skills
  - training skills/procedures
  - procedures for use in situations which may include use of alarms, salon/store evacuation, illness or accident and for events likely to endanger staff or clients
  - disposal methods for waste products including hazardous materials and disposable equipment
  - literacy skills in regard to documenting and reporting procedures
  - handling and storage facilities necessary for hazardous and non-hazardous materials and equipment
  - location and use of safety alarms
  - symbols used for occupational health and safety signs
  - storage and use of hazardous substances
  - storage and use of flammable materials
  - safe use of electrical equipment
  - manufacturers instructions for use of equipment
  - handling of broken or damaged equipment
  - manual handling procedures
  - correct posture for relevant treatment procedure
  - sickness and accident reporting procedures
  - procedures for use in the event of fire or salon/store evacuation or in events likely to endanger staff or clients
- ability to identify and develop reporting procedures including the following:
  - unsafe situations
  - broken or damaged equipment/machinery or fittings
  - fire hazards

### Interdependent assessment of units

**This refers to an assessment relationship between units.**

Prerequisites to this unit are Units 1 to 8.

## EVIDENCE GUIDE (CONTINUED)

### Method and context of assessment

**This refers to what assessment is appropriate, how often it is required to be demonstrated and where assessment should be undertaken for this unit.**

**This section should be read in conjunction with the Qualifications and Assessment Guidelines of the NBTP.**

In order to ensure consistency in performance and identified situational variables it will be necessary to collect evidence across a range of clients.

Assessment may include written or verbal, short answer testing, multiple choice testing, project work or observation of practical demonstration.

In order to ensure consistency of performance, it is suggested that evidence is collected over a range of clients and/or situations until competency is achieved.

Evidence collected should indicate that a range of activities in regard to the provision of a safe working environment has been performed.

Holistic assessment should be considered where practicable. It may be possible to assess more than one element or unit of competency at the same time if the appropriate situation occurs in workplace or an appropriate simulated situation is designed.

### Resource implications

**This refers to the resources that are necessary for undertaking the assessment.**

Competency for this unit should be assessed through access to legislative requirements and guidelines, with regard to health and hygiene, infection control, including during those services which involve skin penetration and safe provision of a range of client services; in a fully equipped salon with electrical equipment, treatment/ skin care products, first aid equipment and chemicals for cleaning/ infection control.

### Key Competencies

**This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:**

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	1	3	1

# BSX001/A Evaluate a Business Opportunity

---

This unit is based on and is equivalent to Unit 1 in the revised Small Business Management Competency Standards. It involves preliminary investigation of a business opportunity to assess its potential viability and how well it conforms with current personal and business directions.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX001/A.1 Clarify Personal Expectations, Values, Skills and Experience.</b>	<ul style="list-style-type: none"><li>• Personal needs, values and expectations realistically identified and aligned with the business opportunity.</li><li>• Relevant experience and current competencies accurately identified and matched with requirements of the business opportunity.</li><li>• Personal strengths and weaknesses realistically assessed in terms of requirements of the business opportunity.</li><li>• Personal motivators, attitude and vision clarified in relation to the potential business direction.</li></ul>
<b>BSX001/A.2 Identify a Business Opportunity</b>	<ul style="list-style-type: none"><li>• Sources of information about business opportunities actively pursued in line with personal and business interests and values.</li><li>• Creative ideas and innovative approaches sought and considered for their potential business applications.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>BSX001/A.3 Investigate the Business Opportunity</b></p>	<ul style="list-style-type: none"> <li>• Business opportunities thoroughly investigated to determine their market and financial viability.</li> <li>• Complete documents and records obtained for existing businesses and franchises as a basis for assessing the suitability of the business opportunity.</li> <li>• The fit between the business opportunity and personal expectations, values, skills and experience carefully evaluated to identify gaps and incompatibilities.</li> <li>• The new business opportunity evaluated against current business involvement to identify overlaps, compatibilities and clashes.</li> <li>• The probable return on investment is estimated by identifying and analysing risks, opportunities, costs and benefits associated with the business opportunity.</li> <li>• Relevant situational factors identified and their potential to impact on the business opportunity is assessed.</li> <li>• The decision to proceed with the business opportunity based on a sound assessment of all factors.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>BSX001/A.4 Determine Nature of Products/Services to be Provided</b></p>	<ul style="list-style-type: none"> <li>• The perceptions of potential clients clarified to establish which products/services best meet their needs/demands.</li> <li>• Ways of enhancing the product/service benefits to client identified.</li> <li>• Optimal mix of product/services established to maximise returns.</li> <li>• Likely contributions of each product/service to total sales and profit estimated as a guide to determining the optimal mix.</li> <li>• The nature of products/services to be provided specified to ensure the product mix reflects client demand.</li> <li>• Selection of pricing approach guided by a determination of what the market will bear.</li> </ul>
<p><b>BSX001/A.5 Establish Market Needs for the Product/Service</b></p>	<ul style="list-style-type: none"> <li>• Market demand and need for the product/service researched to establish the viability of the business opportunity.</li> <li>• Market profile established which provides an understanding of the characteristics of the potential client base.</li> <li>• Target market for the product/service specified in line with potential market characteristics.</li> <li>• Competitors identified and their strengths and weaknesses analysed to provide a basis of comparison and identify a market niche for the business opportunity.</li> </ul>



## RANGE OF VARIABLES

The following variables may be present:

- Business opportunities may relate to new business or to extending, expanding or otherwise changing an existing business.
- The source of ideas may include advertised business and franchises, similar small businesses operating in Australia or abroad and ideas generated by self, peers, colleagues and ideas drawn from trade or professional journals.
- Sources of data or information about business opportunities may include information from peers, data bases, government agencies, ABS data, business advisory services, professional/trade associations, financial institutions.
- The business may provide products or services or a combination of both.
- Situational factors may include considerations of timing, location/position, availability of human and financial resources, geographic isolation, strength of competition, financial and political climate.
- Personal expectations and values may include income levels required, period of intended business ownership, family circumstances, and personal values (eg view of status, tolerance of risk, etc). Personal attitudes and attributes may include entrepreneurial attitude, leadership ability, clarity of thinking, conception/vision, imagination, passion, energy/drive, persistence, service focus, integrity and embracing diversity.
- Market Research may be self generated, commissioned, or it may draw on published material. Sources of market information include potential client, suppliers and competitors, the industry and the community. Description of the market should include demographic data such as the size, characteristics of the primary client (age group, education, experience, background, disposable income or lifestyle) expectations regarding quality, presentation and support services. Competitor analysis could describe the number, size, location, range of quality, price and other features on which they compete, recent growth of competition and possible barriers to entry to the market.
- Approaches to setting the price of products or services should be based on an understanding of what the market will bear.
- Pricing approach may include:
  - Cost plus margin
  - Relative to competitors
  - Demand orientation

## EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves an assessment of the process of evaluating a specific business opportunity which has been followed by the 'small business manager'. This unit may be assessed in conjunction with "Address Client Requirements".

Evidence may be gathered using the following methods:

- Review of the documentation summarising actions taken and findings at each step in the process.
- Discussion with the 'small business manager' about the evaluation process followed (actions taken, findings and rationale for decisions).
- Questions about the underlying knowledge base of the 'small business manager'.

Evidence is required of knowledge of:

- Sources of pertinent information (financial and market research)
- Analysis and appraisal techniques as applied to the business and to self.
- Types of market research and market research methods.
- Methods of costing and pricing of products and services.



## BSX002/A

# Complete a Business Plan

---

This unit is based on and is equivalent to Unit 2 in the revised Small Business Management Competency Standards. It involves developing an integrated business plan as a guide to achieving specified business objectives in accordance with perceived client needs and business and is elaborated in each area of business in units “Address Client Requirements” and “Manage Finances.”

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX002/A.1 Specify Business Goals and Objectives</b>	<ul style="list-style-type: none"><li>• Desired direction of business clearly stated.</li><li>• Explicit short and medium term objectives established.</li></ul>
<b>BSX002/A.2 Identify Need for Specialist Services</b>	<ul style="list-style-type: none"><li>• The need for specialist services to complement in-house capabilities identified as a basis for planning of resource requirements.</li><li>• Specialist services, sources of advice and resources available identified and costed.</li></ul>

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****BSX002/A.3 Formulate a Business Plan**

- The business plan developed on the basis of information obtained through research into client needs, resources requirements and business viability. Stockholders are encouraged to express their specific interests and objectives and their alignment with the planned business direction is clarified.
- A financial plan estimating cash flow projections and budgetary information and describing the means by which the production/service plan can be implemented and supporting marketing activities can be sustained.
- The business plan identifies sales strategies to optimise market exposure and profitability.
- A production/service plan formulated, aimed at supplying goods and services to meet client expectations and satisfy quality assurance criteria.
- Means of achieving the business objectives and communicating benefits of the product/service to the target market identified in accordance with financial plan.
- The plan identifies options for delivery, service and support in accordance with:
  - client requirements
  - market expectations
  - budgetary constraints
  - business objectives
  - industrial relations climate
- The business plan specifies means of supply and distribution to support business initiatives.
- The plan specifies human resource requirements needed to effectively produce and deliver the products/services.
- The financial plan includes an evaluation of sources and costs of finance required for liquidity of the business.
- Risk management strategies developed according to the planned business needs.

**BSX002/A.4 Apply the Business Plan**

- Components of the business plan mutually supportive and integrated to provide clear and coherent direction for the business operations.
- The type and level of information contained in the business plan is oriented to satisfy the needs of financial backers.
- Operational and revenue control systems identified and evaluated for their ability to provide systematic support to the business.
- Systems and key performance indicators or targets identified to monitor business performance and customer satisfaction.
- The business plan clearly communicated to relevant stakeholders and staff to ensure their understanding and support.

## RANGE OF VARIABLES

The following variables may be present:

- The business plan is produced for a specific small business venture. The comprehensiveness and extent of detailed documentation required in the business plan will depend on a range of factors which may include:
  - The proposed size and scale of the business
  - The market focus of the business
  - The need to raise finance and requirements of lenders
  - The level of risk involved
  - Different stages in the development of a business
- Specialist advice may be needed to develop the business plan. The plan should articulate the business opportunity, identify resources necessary to implement the proposals, detail ownership, management, staffing, organisational, marketing, financial and operational arrangements.
- The business plan may be quite brief if the business venture is small. It should contain an income and expenditure statement, balance sheet and cash flow forecast. It may provide projections for the initial years of operation and spell out the assumptions underlying the business plan, such as the expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment.
- The business plan should also include recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise. It may acknowledge the rapid rate of change in small business by including a contingency plan to address favourable or unfavourable sudden change.
- The financial plan takes account of:
  - The current financial state of the enterprise (or owner/operator)
  - Financial performance to date (if applicable)
  - Likely return on investment
  - A review of financial inputs required (sources and forms of finance)
  - Projections of likely financial results(budgeting)
  - Risks and measures to manage or minimise risks
- Include working capital, fixed capital, debt capital, equity capital.
- Financial resources may be provided from personal sources, financial institutions, trade/industry sources, government sources. Potential financial backers include owner, family and friends, providers of venture capital, banks or finance companies, leasing and hire purchase financiers.
- The federal and state governments provide various forms of technical and financial assistance. This assistance can take the form of direct cash grants, subsidies, tax concessions and professional and technical advice.

## RANGE OF VARIABLES (CONTINUED)

- The basis for projections may vary depending on the importance of such information and the stage in the life of the business, and may be done on a monthly, quarterly or annual basis. Useful financial indicators for forward projections may include:
  - Analysis of sales by product/service, identifying where they were sold and to whom.
  - The resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment).
- Estimates of profit and loss projections for each forward period.
- Cash flow estimates for each forward period.
- The point at which the enterprise breaks even, ie., when the sales recover all operating costs and costs of goods.
- Financial targets which may be used include profit, turnover, capital and equity targets.
- Internal operational targets used may relate to size, quality, quantity and diversity; wages to sales; sales to area/stock levels/stock turnover, average debtor payment periods and levels. External operational targets may relate to market share and positioning and may involve exploring new markets, building national or international trade links. Operational targets may be short, medium or long term.
- The nature of the risks facing a business and measures to manage or minimise these risks may vary according to the nature of the business. Risks may include physical security of premises, plant equipment, goods and services, security of intellectual property, loss of earnings through sickness/accidents, breach of contract, drought, flood, etc. Measures to manage risk include securing appropriate insurance, instituting security systems etc.
- The human resource requirements of a business may be met through engaging full-time or part-time staff on a permanent, temporary or casual basis, using sub-contractors or external advisers/consultants. For some small businesses, the owner/operator can provide all the human resource requirements.
- The stakeholders in a small business may include other family members, partners, providers of finance, clients, suppliers, franchise agency, trade or industry associations, regulatory bodies.



## EVIDENCE GUIDE

Evidence of satisfactory performance in this Unit involves an assessment of the final product, namely the documented business plan.

Evidence may be gathered using the following methods:

- Review of the documented business plan and the process by which it was developed.
- Discussion with the 'small business manager' about each component of the business plan (underlying rationale).
- Questions about the underpinning knowledge base of the 'small business manager'.
- Extent to which stakeholders and staff understand and support the thrust of the business plan.

Evidence is required of the knowledge of:

- Forms and sources of finance.
- Specialist services available and charges.
- Planning and control systems (sales, advertising and promotion, distribution and logistics).
- Production and planning techniques.
- Effective monitoring systems.
- Business risks and measures to manage or minimise risks.
- Options for meeting human resource requirements and the implications of each option.
- Legal and regulatory aspects of employing or contracting human resources.

# BSX003/A Address Legal and Administrative Requirements

---

This unit is based on and is equivalent to Unit 3 in the revised Small Business Management Competency Standards. It involves identifying and complying with legal and administrative requirements in the process of setting up and maintaining a small business. This includes risk minimisation, insurance, establishing a business structure and legal rights regarding production and use of products and the provision of services.

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX003/A.1 Establish Legal Structure of Business</b>	<ul style="list-style-type: none"><li>• Legal options for the business structure thoroughly examined to determine the most suitable type of business structure, taking into account:<ul style="list-style-type: none"><li>– preferences of owners</li><li>– requirements of funding bodies</li><li>– confidentiality considerations (legal and financial)</li><li>– taxation considerations</li><li>– superannuation considerations</li><li>– subsequent ownership transfer considerations.</li></ul></li><li>• Legal rights and responsibilities of the business structures investigated to ensure they are understood and the business is adequately protected.</li></ul>

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA****BSX003/A.2 Comply with Statutory and Regulatory Requirements**

- Statutory and regulatory requirements affecting the operations of the business ascertained and appropriate steps taken to ensure full compliance.
- Insurance requirements fully identified especially professional indemnity and adequate cover acquired to ensure risk minimisation.
- Registration of the business secured in accordance with owner/operator preferences and legal requirements.
- Legal documents carefully maintained and relevant records kept and updated.

**BSX003/A.3 Establish Rights to Products/Services**

- Information on any procurement rights needed sought to ensure the implications are fully understood.
- Conditions applying to provision of services fully explored to ensure compliance with legal and contractual requirements.
- Cost of procurement rights to products and services fully identified and included in ongoing financial planning.
- Rights and responsibilities applying to the use of products and services fully explored to ensure accurate information communicated to clients.
- Legal advice on contractual rights and obligations sought, if required, to clarify business liabilities.

**BSX003/A.4 Secure Rights to Products and Services**

- The decision to secure production rights based on an informed assessment of all available information.
- Contractual procurement rights secured, which provide optimal conditions for production of product/services.

## RANGE OF VARIABLES

The following variables may be present:

- The business may be carried out within a company, trust, partnership or sole trader structure or some other form of business recognised by law.
- Ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning, etc.
- Contracts may be entered into with owners, suppliers, employees, clients or any person with whom the business has, or seeks to have, a performance-based relationship.
- Regulations may include local, state, national and international legislation and regulations affecting business operations such as: business registration, planning and other permission's, licence to practice, fire, occupational health and safety and environmental legislation, industrial, taxation, copyright, patent trademark and design regulations, codes of practice standards, and anti-competition/monopoly, anti-trust and consumer legislation.
- Types of insurance especially including professional indemnity.
- Legal rights which may apply include royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software, licences, franchises and any form of licensing.
- Legal documents include partnership agreements constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Articles of Association, Certificate of Incorporation, Franchise Agreements and financial documentation.
- Record keeping requirements may cover, for example, financial, personnel, taxation, occupational health and safety records.

## EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves the completeness of the arrangements made or proposed by the 'small business manager' in addressing the legal and administrative requirements of the small business.

Evidence may be gathered using the following methods:

- Review of documented instructions to lawyers/accountants/business advisers.
- Discussion with the small business manager about the rationale for the chosen legal structure of the business and other such decisions, method of securing and maintaining legal records and documents.
- Questions about the underlying knowledge base of the small business manager.

Evidence is required of knowledge of:

- Legal rights and responsibilities.
- All relevant statutory and regulatory requirements which affect the proposed small business.
- Insurance requirements especially professional indemnity.
- Contractual rights and responsibilities.
- Staff qualifications requirements for relevant service provision.
- Record keeping duties.

# BSX004/A Address Client Requirements

This unit is based on and is equivalent to Unit 4 in the revised Small Business Management Competency Standards. It involves establishing client requirements and client satisfaction, developing and implementing strategies to meet these requirements in ways which will optimise the overall profitability of the business.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX004/A.1 Establish Client Requirements</b>	<ul style="list-style-type: none"><li>• Existing and/or potential client base identified as a guide to establishing demand.</li><li>• Market research information assessed against the aims and targets of the business plan.</li><li>• Client requirements and preferences determined as a basis for the marketing strategy.</li><li>• Systems to receive, respond to and address client reactions implemented.</li></ul>
<b>BSX004/A.2 Develop Marketing Strategies</b>	<ul style="list-style-type: none"><li>• Marketing strategies identified and prioritised to optimise sales and profit in line with:<ul style="list-style-type: none"><li>– the aim and targets of the business plan</li><li>– client requirements</li><li>– the market position, objectives</li><li>– opportunities and resources of the business.</li></ul></li><li>• Resource needs identified to enable implementation of marketing plans.</li><li>• Promotional activities planned and accurately costed to reach identified and potential clients.</li><li>• Effective promotional and distribution methods to reach the identified market segment determined.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX004/A.3 Implement Marketing Strategies</b>	<ul style="list-style-type: none"> <li>• Marketing strategies aimed at improving the businesses' competitive position implemented.</li> <li>• Business resources identified and provided to effectively implement the marketing strategies.</li> </ul>
<b>BSX004/A.4 Monitor Marketing Performance</b>	<ul style="list-style-type: none"> <li>• Changes in market phenomena noted and analysed to assess changing business opportunities.</li> <li>• Achievement of performance targets regularly monitored in accordance with the marketing plan.</li> <li>• Causes of serious performance deviations investigated and corrective action is taken.</li> <li>• Staff encouraged to look for improvement in performance in relation to specific marketing efforts.</li> </ul>
<b>BSX004/A.5 Explore Opportunities to Improve Client Satisfaction</b>	<ul style="list-style-type: none"> <li>• Marketing activities guided by regularly seeking client reaction to all aspects of the marketing mix.</li> <li>• Sales and marketing activities evaluated to determine opportunities for change and improvement.</li> <li>• Sales and marketing strategies evaluated to guide product/service development, change and improvement.</li> <li>• Client complaints are investigated, regarded as an opportunity to improve service and acted upon accordingly.</li> <li>• Client requirements actively researched to signal the time for change/improvement in the products/services offered and the marketing mix.</li> <li>• Staff encouraged to propose and implement product/service improvements and innovations to address client requirements.</li> </ul>

## RANGE OF VARIABLES

The following variables may be present:

- Market Research may be formal or informal, self generated, commissioned or it may draw on published material. Sources of market information include potential clients, suppliers, competitors, published material and available databases.
- The marketing mix includes products/service, distribution, promotion and price.
- Promotional activities may include the various methods of advertising available, such as advertising in national newspapers, suburban or local newspapers, word of mouth, referral, testimonials, professional/industry journals, advertising on radio (local & national) or television, mail drops, display posters, canvassing and telephone canvassing, exhibitions, sponsoring local community events. Promotional activities may also include in-salon promotions, the development of networks and strategic alliances, staff development programs to enhance client service orientation.
- Marketing strategies may cover:
  - Product design and packaging
  - Pricing, presentation and display of products/services
  - Promotion and advertising
  - Product and service range and mix
  - Distribution
- Various marketing strategies which may be pursued include, for example:
  - Achieving lower costs of production and distribution than competitors
  - Creating a very different product line or service so that the business becomes a class leader in the industry
  - Pursuing cost leadership and/or product/service differentiation within a specialist market (niche) segment
  - Opportunities for change and improvement may relate to product/service configuration, raw materials, packaging, delivery times/quantity, pricing structure, market positioning, ancillary services
- Client satisfaction data may be obtained through:
  - Survey/other feedback mechanisms
  - Informal discussion
  - Client meetings
  - Focus groups
  - Sales to contact ratio
- Clients may include a diversity of people, from a variety of cultural/ethnic backgrounds and from:
  - the local community
  - national or international markets



## EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves self assessment of the marketing strategy and associated action plan(s) developed by the small business manager, (if applicable) and plans made to maintain its ongoing relevance and currency.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods:

- Review of documented market research (initial and ongoing), the marketing strategy, associated action plan(s), marketing targets set.
- Discussion with the small business manager about the rationale for marketing decisions, understanding of market trends and data obtained, proposed methods of monitoring marketing performance and encouraging staff contributions.
- Questions about the underlying knowledge base of the 'small business manager'.

Evidence is required of knowledge:

- Key marketing concepts and methods
- Methods of analysing costs and benefits of chosen marketing strategy
- Methods of monitoring client satisfaction.

# BSX005/A Manage Business Operations

---

This unit is based on and is equivalent to Unit 5 in the revised Small Business Management Competency Standards. It is concerned with translating the business plan into operational strategies to deliver products/services. These strategies may involve managing equipment, materials, premises and physical or natural resources and developing operational procedures. (The management of human resource strategies is not included in this unit as Unit “Manage Self and Staff” deals specifically with this area.)

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX005/A.1 Develop Operational Strategies</b>	<ul style="list-style-type: none"><li>• Operational factors affecting the desired output of the business identified.</li><li>• Preferred operational strategies selected to optimise business outputs.</li><li>• Costs and benefits of the various operational strategies evaluated to achieve optimum results.</li><li>• Performance measures are determined for the desired output.</li><li>• Operational targets determined to meet the priorities set down in the business plan.</li><li>• Strategies clearly specify responsibilities for output quality management.</li><li>• Quality criteria and operational procedures developed to meet client requirements and business standards.</li><li>• A structured approach to innovation developed to respond to changing client requirements.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX005/A.2 Implement Operational Strategies</b>	<ul style="list-style-type: none"> <li>• Systems to control expenditure, wastage, stock and costs established in accordance with the business plan.</li> <li>• The provision of goods/services meets time, cost and quality specifications.</li> <li>• The provision of goods/services is in accordance with client requirements.</li> <li>• Quality procedures developed to address product/service and client requirements.</li> </ul>
<b>BSX005/A.3 Monitor Operational Performance</b>	<ul style="list-style-type: none"> <li>• The achievement of operational targets regularly monitored in accordance with the business plan and operational strategies.</li> <li>• Operational policies and procedures reviewed regularly in the light of business performance.</li> <li>• Systems and structures reviewed with a view to more effectively supporting business performance.</li> <li>• Performance deviations investigated and analysed to establish causes and implement changes in procedures.</li> <li>• The content, assumptions and projections of operational strategies assessed to determine whether variations or alternative policies and procedures are indicated.</li> <li>• Operational policies and procedures changed to incorporate corrective action taken.</li> </ul>
<b>BSX005/A.4 Explore Opportunities to Improve Performance</b>	<ul style="list-style-type: none"> <li>• Staff encouraged to identify opportunities for improvements in the operational management of the business.</li> <li>• Potential areas for improvement in operational strategies, policies and procedures identified based on review findings and the current business plan.</li> <li>• Proposed changes clearly recorded to facilitate future planning and evaluation.</li> <li>• Relevant performance indicators defined to monitor the effects of the proposed changes.</li> </ul>

## RANGE OF VARIABLES

The following variables may be present:

- Operational requirements will vary according to the business involved and may include operational aspects of production, and service provision.
- Operational factors may include:
  - Business premises (eg. size, location, layout)
  - Plant and equipment
  - Methods/techniques/technology
  - Management and administrative systems and procedures
  - Technology
- Options for acquiring necessary operational requirements may include purchase (sole or shared ownership), or leasing. Premises, plant and equipment may be new or previously owned.
- Requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business.
- Business outputs may include:
  - Products
  - Services
  - Salon goods/products
  - Industrial agreements
- Internal operational targets used may relate to size, quality, quantity and diversity; wages to sales; sales to area. External operational targets may relate to market share and positioning and may involve exploring new markets. Operational targets may be short, medium or long term.
- Technical standards include any current and generally agreed descriptions of what the product/service is, how it should be produced and the quality, safety, efficiency or other measures to determine the activity is done effectively.

## EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves an assessment of the operational strategies, policies and procedures developed by the 'small business manager', and includes maintaining ongoing operational efficiency and effectiveness.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods:

- Review of documented operational plans, sales and service targets set, control systems established.
- Discussions with the 'small business manager' about the rationale for decisions, understanding of production data, proposed methods for monitoring performance.
- Observation of business operations management.
- Questions about the underlying knowledge base of the 'small business manager'.

Evidence is required of knowledge of:

- Operational factors relating to the business (eg. salon sales, service provision).
- Key operational concepts and procedures.
- Legal and statutory requirements and responsibilities.
- Control systems.
- Methods of monitoring performance.

# BSX006/A Manage Self and Staff

This unit is based on and is equivalent to Unit 6 in the revised Small Business Management Competency Standards. It involves developing specific human resource strategies to match the functional requirements of the business and implementing these strategies in ways which enhance business operations by meeting the needs of clients and staff.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX006/A.1 Develop Human Resource Strategies</b>	<ul style="list-style-type: none"><li>• Key functions required to conduct the business identified.</li><li>• An appropriate organisation structure for the business is developed to ensure all functions fulfilled.</li><li>• Human resource requirements to perform tasks determined and specified in terms of number of staff, qualification of staff, time commitment and competencies required.</li><li>• Existing skills/competencies/qualifications of self and staff identified and compared with requirements to identify any gaps.</li><li>• Tasks scheduled systematically and efficiently to optimise utilisation of available human resources.</li><li>• Individual and team responsibilities and levels of authority clearly defined to enhance clear communication and understanding of performance expectations.</li><li>• Strategies specify performance measures for individuals and teams in accordance with business requirements.</li><li>• Strategies take account of the diversity of the Australian community.</li><li>• Staff policies and procedures developed to address recruitment and training needs of the business.</li><li>• Industrial relations matters which may impact on the business investigated to clarify workplace rights and obligations of employers and employees.</li><li>• Policies and procedures encourage the self-management and professional development of staff in accordance with business direction and personal preferences of staff.</li><li>• Systems for recording staff data selected to provide timely and accurate information.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>BSX006/A.2 Implement Human Resource Strategies</b></p>	<ul style="list-style-type: none"> <li>• Recruitment and selection of staff based on the human resource requirements identified in the business plan.</li> <li>• Work responsibilities managed so that available staff resources balance the functions and responsibilities required by the business.</li> <li>• Objectives, responsibilities and performance measures communicated to each staff member and their agreement obtained to ensure expectations are understood.</li> <li>• Effective working relationships established and maintained in the workplace through provision of appropriate leadership, support, communication and feedback.</li> <li>• Effective staff contributions to the business recognised/rewarded.</li> <li>• Industrial relations and staff issues addressed and managed effectively to meet the needs of all parties and in accordance with ethics and relevant statutory and legal requirements.</li> <li>• Staff records maintained in accordance with legal, administrative and business requirements.</li> <li>• Industrial agreements in place in accordance with current workplace and industrial requirements.</li> </ul>
<p><b>BSX006/A.3 Monitor Performance of Self and Staff</b></p>	<ul style="list-style-type: none"> <li>• Contribution and skills of self and staff regularly reviewed to ensure performance is in line with expectations and business requirements.</li> <li>• Allocation of staff to particular tasks/functions continually monitored and reviewed in the light of business requirements.</li> <li>• The performance of individuals and teams regularly reviewed in terms of agreed performance measures.</li> <li>• Teams and individuals encouraged to monitor their own performance and to identify any further developmental needs.</li> <li>• Changing work demands noted and monitored in relation to ongoing human resources requirements.</li> <li>• The balance between people directly involved in operational aspects of the business and those who support, supervise or manage them closely monitored and maintained or adjusted in line with changing business requirements.</li> </ul>

**BSX006/A.4 Explore Opportunities to Improve Performance of Self and Staff**

- Time scheduled for staff members to review work operations regularly in accordance with maintaining or improving operational efficiency.
- Review of individual, team and organisational capacities undertaken to identify opportunities for personal and business improvement.
- Staff encouraged to extend or develop relevant competencies by taking opportunities for training or work experience.
- Benefits to personal and business performance maximised through effectively managing diversity of staff.
- Strategies to minimise 'down time' or 'bottlenecks' developed in conjunction with staff.
- The allocation of work and/or operational policies and procedures adjusted in light of staff suggestions.
- The level and spread of competencies of self and staff maintained to ensure appropriate coverage of required functional responsibilities.



## RANGE OF VARIABLES

The following variables may be present:

- The human resource requirements of a small business may be met through engaging full-time or part-time staff on a permanent, temporary or casual basis, using sub-contractors or external advisers/consultants. Human resources may involve self only and may include family and/or friends whose services are employed in the business.
- Small business is defined by the Australian Bureau of Statistics as a manufacturer employing less than 100 people, or a mining, construction or service business employing less than 20 people. Small businesses may include as few as 1 to 5 staff. Human resource requirements for such small business follow the same principles, but may require a less complex approach to management.
- Appropriate staff records may include:
  - Job/position descriptions
  - Employee records (including tax file number, remuneration, leave and training records, records of disciplinary action, time and wages sheets)
  - Records of taxation and superannuation payments made
  - Occupational Health & Safety records
  - Relevant awards and/or industrial agreements
- Staff policies may relate to matters such as recruitment and selection, training, Occupational Health & Safety and employment conditions. Specific policies may, for example, relate to equal opportunity and cultural diversity.
- Performance measure may include performance of key people, overall productivity of the staff, staff morale, work ethic, work satisfaction, ratio of direct workers to those who support, supervise or manage them, ratio of sales dollars per employee, percentage of chargeable hours/days per week.
- Managing diversity involves valuing and utilising the different skills, backgrounds and capabilities of self and staff and developing strategies to encourage and enable their effective integration into the business.
- Diversity may include, for example:
  - Gender
  - Culture
  - Language
  - Network of contacts
  - Work preference
  - Competencies
  - Education/Qualifications
  - Work history
- Managing diversity may include developing strategies to utilise the talents of and address the special needs of physically, mentally or socially handicapped staff and other stakeholders.
- More effective use of organisation's people.
- Better teamwork with resulting enhanced individual and organisational performance
- Greater ability to understand and develop products and services for new markets and market segments.

## EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves an assessment of the human resource strategy and associated arrangements made by the 'small business manager' to maintain the ongoing efficiency and effectiveness of the human resources of the business. It also involves an assessment of the small business manager's "people" skills (eg. negotiation, stress management, time management, problem solving, team building).

Evidence may be gathered using the following methods:

- Review of the documented human resource strategy, the personnel management system and performance measures established, organisation of work.
- Discussions with the 'small business manager' about the rationale for decisions taken, understanding of staff data obtained, methods for monitoring the performance of staff data obtained, methods for monitoring the performance of self and staff.
- Questions about the underlying knowledge base of the 'small business manager' (eg negotiation, stress management, time management, problem solving, team building).

Evidence is required of knowledge of:

- Key people management concepts and practices.
- Alternative leadership styles (such as, role model, consensus, authoritarian).
- Legal and statutory requirements and reporting obligations.
- Record keeping systems.
- Methods of monitoring own performance.
- Methods of monitoring staff performance.



# BSX007/A Manage Finances

---

**This unit is based on and is equivalent to Unit 7 in the revised Small Business Management Competency Standards. It involves developing, implementing and reviewing strategies for the acquisition and ongoing management of finance. It includes day-to-day financial management of the business as well as implementation of broad financial strategies.**

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX007A/1 Translate Financial Plan into Strategies</b>	<ul style="list-style-type: none"><li>• The Financial requirements calculated to establish, profitability, operate and extend the business.</li><li>• Financial information requirements fully identified and information obtained to guide the financial management of the business.</li><li>• The capital, profitability and cash flow requirements identified to enable the business to operate according to plan.</li><li>• Adequate financial provision made for taxation, superannuation and accruing staff leave.</li><li>• Capital investment requirements quantified for each operational period.</li><li>• Sources of funding are identified and the cost of securing these funds on optimal terms obtained.</li><li>• Financial performance indicators and targets selected to enable ongoing monitoring of financial performance.</li><li>• Quality criteria and procedures in respect of administration and record keeping developed.</li><li>• The financial strategy documented and relevant implications are communicated to staff and stakeholders to facilitate implementation.</li><li>• Asset management strategies developed to achieve maximum advantage for the business.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
-----------------------	----------------------

**BSX007/A.2 Implement Financial Strategies**

- Essential books and records established and maintained to ensure ongoing accessibility of financial records.
- Legal and financial control systems established and maintained to facilitate ongoing monitoring of financial activities.
- Financial and statutory reporting conducted in accordance with legal and administrative requirements.
- Financial reports produced in a clear and timely manner for distribution to relevant stakeholders.
- Cash flow estimates prepared for each forward period.
- Financial projections prepared and documented to:
  - indicate the required profitability
  - meet the needs of financiers/shareholders
  - provide reliable risk management information.
- Appropriate action taken to ensure the achievement of profit and return on investment targets.
- Accrual accounting procedures maintained in accordance with Australian Accounting Standards.
- Financial ratios maintained and evaluated according to own/industry benchmarks.
- Business capital negotiated/secured/managed to best enable implementation of the business plan and meet the requirements of financing bodies.
- Implementation of asset management strategies involves consideration of medium/long term business objectives as well as short term needs.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>BSX007/A.3 Monitor Financial Performance</b></p>	<ul style="list-style-type: none"> <li>• Data gathered to establish the extent to which the financial plan has been realised.</li> <li>• Deviation from financial performance targets regularly monitored and corrective action is decided upon and undertaken.</li> <li>• The content, assumptions and projections of the financial plan assessed to determine whether variations or alternative plans indicated.</li> <li>• The financial plan changed to incorporate corrective action required.</li> </ul>
<p><b>BSX007/A.4 Explore Opportunities to Improve Financial Performance</b></p>	<ul style="list-style-type: none"> <li>• Staff encouraged to propose improvements and innovations to the financial operations, processes or control systems of the business.</li> <li>• The potential for change and improvement identified following evaluation of financial performance in relation to the financial plan.</li> <li>• Proposed changes clearly recorded to facilitate future planning and evaluation.</li> <li>• Relevant performance criteria defined to monitor the effects of the proposed changes.</li> </ul>

## RANGE OF VARIABLES

The following variables may be present:

- Essential books and records, include cash book, petty cash book, tax, wages and salaries analysis books, asset registers, files of paid purchase and service invoices, file of paid sales invoices. As the business grows, additional record keeping measures may be instituted such as purchase day book, sales day book, detailed ledger accounts. The book keeping system may be computerised or manual.
- Legal and financial control systems are needed for the efficient management of the key resource areas - physical, financial, human and information. Control processes which may need to be selected and implemented include - access, security, operational quality, financial and budgetary, documentary, performance, organisational.
- Financial information includes cash flow and profit and loss statements, financial budgets, balance sheet projections, statements of change in financial position. Measures of financial stability and profitability include ratios for profitability, liquidity, efficiency, financial structure. Financial data includes financial, production, process, control, client, market and staff records of operational activities.
- Financial performance indicators may be short, medium and long term.
- Asset management strategies may include owning, leasing, sharing, syndicating, maintaining and deploying assets.

## EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves an assessment of the financial strategy and associated arrangements made by the small business manager including plans to maintain its ongoing relevance and accuracy.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods:

- Review of documented financial strategy, financial reports, financial targets set, financial control systems established.
- Discussion with the small business manager about the rationale for decisions, understanding of financial data obtained, proposed methods for monitoring financial performance.
- Questions about the underlying knowledge base of the ‘small business manager’

Evidence is required of knowledge of:

- Key financial management concepts
- Legal and statutory reporting requirements (taxation, superannuation, insurance, leave entitlements etc).
- Record keeping systems
- Financial control systems
- Methods of monitoring financial performance
- Distinction between personal and business finances
- Taxation obligations and tax planning.





# BSX008/A Review Business

---

**This unit is based on and is equivalent to Unit 8 in the revised Small Business Management Competency Standards. It involves the continuing review of the business operations and its strategic focus. It includes formal and informal review of internal and external factors that impact upon current and future business performance.**

---

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX008/A.1 Review External Environment</b>	<ul style="list-style-type: none"><li>• Relevant trends and development identified and analysed in terms of their potential impact on the business.</li><li>• Best practice/international benchmarking or inter-firm comparison data gathered as a basis for reviewing business performance (Where appropriate/available).</li><li>• Products/services and market performance of competitors and potential competitors analysed to identify potential business.</li><li>• Intelligence actively sought on possible new products or new markets which the business may introduce.</li><li>• Government support and assistance programs are investigated and their relevance to the business established.</li><li>• Government support and assistance programs are investigated and their relevant to the business established.</li></ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<b>BSX008/A.2 Review Internal Environment</b>	<ul style="list-style-type: none"> <li>• Effectiveness of mechanisms for performance evaluation assessed to provide a basis for ongoing evaluation of business success.</li> <li>• Time devoted to systematic and periodic review of performance data from marketing, finance, production and personnel areas to guide business decisions.</li> <li>• Strength and competitive advantage of the business is regularly re-appraised as a basis for ongoing implementation of business strategies.</li> <li>• Effectiveness of changes introduced into marketing, finance, production and personnel operations is regularly appraised.</li> <li>• The match between roles and competencies of staff monitored to guide staff recruitment and training initiatives.</li> <li>• Issues requiring industrial negotiation identified and appropriate action taken.</li> <li>• Quality criteria and quality assurance procedures systematically reviewed and necessary action taken to ensure maintenance of quality standards.</li> <li>• Corrective action taken to address any internal difficulties or inefficiencies identified in the review process.</li> </ul>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p><b>BSX008/A.3 Re-focus the Business</b></p>	<ul style="list-style-type: none"> <li>• Changing client requirements regularly reviewed to maintain the relevance and viability of the business.</li> <li>• Opportunities for business improvement evaluated in relation to perceived client requirements, financial stability, business capability and the overall business direction.</li> <li>• Revisions made to the business plan to incorporate strategies designed to: <ul style="list-style-type: none"> <li>– meet changing client requirements</li> <li>– maximise opportunities and strengths</li> <li>– maximise competitive advantage</li> <li>– market position of the business.</li> </ul> </li> <li>• Proposed strategies and revised targets are clearly communicated to staff to facilitate their implementation.</li> </ul>
<p><b>BSX008/A.4 Maintain Networks</b></p>	<ul style="list-style-type: none"> <li>• Relevant personal and professional contacts/associations identified to establish a network of support for the business.</li> <li>• Time management structured to include the establishment and maintenance of business contacts.</li> <li>• Personal and professional support obtained on a regular basis.</li> <li>• Membership of, and participation in, relevant professional/industry associations sustained as required as a means of: <ul style="list-style-type: none"> <li>– keeping in touch with competitors' activities</li> <li>– keeping in touch with changing client requirements</li> <li>– keeping in touch with changes in the environment</li> <li>– personal/business/professional support</li> </ul> </li> </ul>

## RANGE OF VARIABLES

The following variables may be present:

- Business improvement options may include:
  - Greater penetration of existing markets with existing products
  - Development of new products and services for existing markets
  - Development of new products and services for new markets
  - Best practice management approaches
  - Property plan reviews
- Relevant trends and developments may include:
  - Economic trends (local, regional, national)
  - Ecological/environmental trends
  - Political/social trends
  - Demographic trends
  - Changes in technology (including equipment, hardware, software and products)
  - Industrial trends
- Internal difficulties may, for example, include accidents, low morale, industrial relations issues, staff changes or illness.
- Potential competitors may be in the same or different business, industry, location and may be identified as a competitor by the similarity of their products/services, type of operation, location, accessibility, flexibility, market positioning and demonstrated ambition.
- Networks may be formal or informal and may include personal, business and professional contact individuals, groups and organisations.

## EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves an assessment of the process of periodically reviewing the business future which has been followed by the 'small business manager' or his/her plans for doing so.

Evidence may be gathered using the following methods:

- Review of documentation summarising actions taken and findings at each step in the process.
- Discussion with the small business manager about the review process followed (actions taken, findings and rationale for decisions).
- Questions about the underlying knowledge base of the small business manager.
- Discussions with other staff to establish their understanding of the review activities and outcomes.
- Observation of the small business manager's "people" skills (eg stress management, team building, problem solving etc).

Evidence is required of knowledge of:

- Strategic planning principles and approaches.
- Analysis and appraisal techniques.
- Time management techniques.
- People management techniques.



## UNIT 2: PROVIDE LEADERSHIP IN THE WORKPLACE

**DESCRIPTOR:** Frontline management has an important leadership role in the development of the organisation. This will be most evident in the manner in which they conduct themselves, the initiative which they take in influencing others, and the way they manage their responsibilities.

ELEMENT	PERFORMANCE CRITERIA
2.1 Model high standards of management performance.	<ul style="list-style-type: none"> <li>a. Performance meets the organisation's requirements.</li> <li>b. Performance serves as positive role model for others.</li> <li>c. Performance plans are developed and implemented in accordance with the organisation's goals and objectives.</li> <li>d. Key performance indicators are developed within the team's/organisation's business plans</li> </ul>
2.2 Enhance the organisation's image.	<ul style="list-style-type: none"> <li>a. The organisation's standards and values are used in conducting business.</li> <li>b. Standards and values considered to be damaging to organisation are questioned through established communication channels.</li> <li>c. Personal performance contributes to developing an organisation which has integrity and credibility.</li> </ul>
2.3 Influence individuals and teams positively.	<ul style="list-style-type: none"> <li>a. Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work.</li> <li>b. Individual's/team's efforts and contributions are encouraged, valued and rewarded.</li> <li>c. Ideas and information receive the acceptance and support of colleagues.</li> </ul>
2.4 Make informed decisions.	<ul style="list-style-type: none"> <li>a. Information relevant to the issue(s) under consideration is gathered and organised.</li> <li>b. Individuals/teams participate actively in the decision making processes.</li> <li>c. Options are examined and their associated risks assessed to determine preferred course(s) of action.</li> <li>d. Decisions are timely and communicated clearly to individuals/teams.</li> <li>e. Plans to implement decisions are prepared and agreed by relevant individuals/teams.</li> <li>f. Feedback processes are used effectively to monitor the implementation and impact of decisions.</li> </ul>



## RANGE INDICATORS

---

The conditions/context under which frontline management will be assessed depends on the Australian Standards Framework (ASF) level at which the work is normally performed. Tables for ASF levels 3, 4 and 5 are included with these competency standards. They should be used as a guideline in customising the range indicators and packaging these generic standards to the needs of an industry or enterprise.

## EVIDENCE GUIDE

---

This section is a guideline to assist the development of assessment instruments/tools to assess the competence of frontline management. This requires evidence of consistent achievement of the workplace outcomes covered by this unit. Frontline management:

- establishes key performance indicators for individuals/teams
- achieves agreed results
- monitors routine information appropriate to work role/responsibilities
- uses effective management techniques and processes
- demonstrates consistency between what is said and the related action
- communicates clearly and concisely with senior managers, peers and subordinates
- implements the organisation's policies, plans and practices
- seeks feedback regularly from others on own performance and acts on constructive criticism
- monitors performance of individuals/teams against key performance indicators
- uses decision making processes which are understood and respected
- selects and uses technology appropriate to the task being performed
- responds effectively to unexpected demands and heavy work pressure without adverse effect on performance
- displays personal and professional integrity in business relationships
- explains the organisation's standards and values
- uses consultative processes to encourage participation and gain ownership in outcomes
- applies the key competencies to at least the level recommended for the ASF level at which assessment takes place.

### ESTIMATED KEY COMPETENCY REQUIREMENTS

ASF	Collect, Analyse & Organise Info	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology	Cultural Understandings
3	B	B	B	B	A	A	A	B
4	B	B	B	B	A	B	A	B
5	C	C	C	B	A	C	B	C

Guidance in the development of assessment strategies, instruments/tools, is included in the Frontline Management Initiative's support resources:

- Assessor Guide
- Candidate's Guide to Assessment

## UNIT 5: MANAGE OPERATIONS TO ACHIEVE PLANNED OUTCOMES

**DESCRIPTOR:** Frontline management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This pivotal role is carried out to create safe, efficient and effective products and services to customer satisfaction within the organisation’s productivity and profitability plans.

ELEMENT	PERFORMANCE CRITERIA
5.1 Plan resource use to achieve profit/productivity targets.	<ul style="list-style-type: none"> <li>a. Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers.</li> <li>b. Operational plans contribute to the achievement of the organisation’s performance/business plan.</li> <li>c. Operational plans identify available resources, taking into account customer needs and the organisation’s plans.</li> <li>d. Plans to maximise value gained from the diversity of the organisation’s resources.</li> <li>d. Contingency plans are prepared in the event that initial plans need to be varied.</li> </ul>
5.2 Acquire resources to achieve operational plan.	<ul style="list-style-type: none"> <li>a. Employees are recruited and inducted within the organisation’s human resource management policies and practices.</li> <li>b. Physical resources and services are acquired in accord with the organisation’s practices and procedures.</li> </ul>
5.3 Monitor operational performance.	<ul style="list-style-type: none"> <li>a. Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets.</li> <li>b. Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance.</li> <li>c. Unsatisfactory performance is identified and prompt action is taken to rectify the situation.</li> <li>d. Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.</li> </ul>
5.4 Monitor resource usage	<ul style="list-style-type: none"> <li>a. Systems and processes are monitored to establish whether resources are being used as planned.</li> <li>b. Problems with resource usage are investigated and rectified and/or reported to designated persons/groups.</li> <li>c. Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard.</li> <li>d. Systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with the organisation’s requirements.</li> </ul>

## RANGE INDICATORS

The conditions/context under which frontline management will be assessed depends on the Australian Standards Framework (ASF) level at which the work is normally performed. Tables for ASF levels 3, 4 and 5 are included with these competency standards. They should be used as a guideline in customising the range indicators and packaging these generic standards to the needs of an industry or enterprise.

## EVIDENCE GUIDE

This section is a guideline to assist the development of assessment instruments/tools to assess the competence of frontline management. This requires evidence of consistent achievement of the workplace outcomes covered by this unit. Frontline management:

- interprets and analyses the business plans of the team/organisation
- identifies resources required to achieve operational plans
- maintains a profit/productivity focus in managing resources
- manages resources within the organisation's accountability requirements
- ensures that legislative and organisational requirements are observed in resource utilisation
- creates products and services which are safe for customers to use
- recruits staff to achieve team and organisational goals
- involves colleagues in planning and using resources effectively and efficiently
- uses the available technology to plan and manage resources
- develops innovative approaches within the organisation's policies and practices to improve effectiveness and efficiency in the use of finite resources
- implements strategies to eliminate/minimise resource inefficiencies and wastage
- provides learning support to colleagues who have difficulty in using resources to agreed standards
- records/reports information accurately and on time
- uses the key competencies to at least the level recommended for the ASF level at which assessment takes place.

### ESTIMATED KEY COMPETENCY REQUIREMENTS

ASF	Collect, Analyse & Organise Info	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematics   Ideas & Techniques	Solve Problems	Use Technology	Cultural Understandings
3	B	B	B	B	B	B	B	B
4	C	C	B	B	B	B	B	B
5	C	C	C	C	C	B	C	C

Guidance in the development of assessment strategies, instruments/tools, is included in the Frontline Management Initiative's support resources:

- Assessor Guide
- Candidate's Guide to Assessment

## UNIT 7: MANAGE QUALITY CUSTOMER SERVICE

**DESCRIPTOR:** Frontline management is involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisation's policies and practices as well as legislation, conventions and codes of practice.

ELEMENT	PERFORMANCE CRITERIA
7.1 Plan to meet internal and external customer requirements.	<ul style="list-style-type: none"> <li>a. The needs of customers are researched, understood, and assessed, and included in the planning process.</li> <li>b. Provision is made in plans to achieve the quality, time and cost specifications agreed with customers.</li> </ul>
7.2 Ensure delivery of quality products/services.	<ul style="list-style-type: none"> <li>a. Products/services are delivered to customer specifications within the team's/organisation's business plan.</li> <li>b. Individual/team performance consistently meets quality, safety, resource and delivery standards.</li> <li>c. Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards.</li> </ul>
7.3 Monitor, adjust and report customer service.	<ul style="list-style-type: none"> <li>a. The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards.</li> <li>b. customer feedback is sought and used to improve the provision of products/services.</li> <li>c. Resources are used effectively and efficiently to provide quality products/services to customers.</li> <li>d. Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups.</li> <li>e. Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes.</li> <li>f. Records, reports and recommendations are managed within the organisation's systems and processes.</li> </ul>

## RANGE INDICATORS

The conditions/context under which frontline management will be assessed depends on the Australian Standards Framework (ASF) level at which the work is normally performed. Tables for ASF levels 3, 4 and 5 are included with these competency standards. They should be used as a guideline in customising the range indicators and packaging these generic standards to the needs of an industry or enterprise.

## EVIDENCE GUIDE

This section is a guideline to assist the development of assessment instruments/tools to assess the competence of frontline management. This requires evidence of consistent achievement of the workplace outcomes covered by this unit. Frontline management:

- achieves business and performance plans
- satisfies customer needs for products and services within quality, time and cost parameters
- monitors achievement of key performance indicators
- monitors and introduces practices to improve products and services
- measures the quality of the products and services against criteria established by the organisation
- uses effective consultative processes with colleagues to achieve results
- communicates plans clearly and concisely to senior/middle management
- maintains effective communication links with customers and colleagues
- applies legislation and codes of practice in own work and in influencing the work behaviour of others
- promotes and develops teamwork in achieving work outcomes
- provides learning support to colleagues who have difficulty in undertaking their role in delivering and maintaining products and services
- manages finite resources effectively and efficiently to achieve planned outcomes
- records information and reports to designated individuals/groups within established accountability requirements
- uses continuous improvement strategies to monitor, review and improve products and services
- uses the key competencies to at least the level recommended for the ASF level at which assessment takes place.

### ESTIMATED KEY COMPETENCY REQUIREMENTS

ASF	Collect, Analyse & Organise Info	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology	Cultural Understandings
3	B	B	B	B	B	B	B	B
4	C	C	B	B	B	B	B	B
5	C	C	C	C	C	B	C	C

Guidance in the development of assessment strategies, instruments/tools, is included in the Frontline Management Initiative's support resources:

- Assessor Guide
- Candidate's Guide to Assessment

## UNIT 9: IMPLEMENT AND MONITOR CONTINUOUS IMPROVEMENT SYSTEMS AND PROCESSES

**DESCRIPTOR:** Frontline management has an active role in managing the continuous improvement process in achieving the organisation's quality objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation.

ELEMENT	PERFORMANCE CRITERIA
9.1 Implement continuous improvement systems and processes.	<ul style="list-style-type: none"> <li>a. Team members are actively encouraged and supported to participate in decision making processes and to assume responsibility and authority.</li> <li>b. The organisation's continuous improvement processes are communicated to individuals/teams.</li> <li>c. Mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes.</li> </ul>
9.2 Monitor, adjust and report performance.	<ul style="list-style-type: none"> <li>a. The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved.</li> <li>b. Customer service is strengthened through the use of continuous improvement techniques and processes.</li> <li>c. Plans are adjusted and communicated to those who have a role in their development and implementation.</li> </ul>
9.3 Consolidate opportunities for further improvement.	<ul style="list-style-type: none"> <li>a. Individuals/teams are informed of savings and productivity improvements in achieving the business plan.</li> <li>b. Work performance is documented and the information is used to identify opportunities for further improvement.</li> <li>c. Records, reports and recommendations for improvement are managed within the organisation's systems and processes.</li> </ul>

### RANGE INDICATORS

The conditions/context under which frontline management will be assessed depends on the Australian Standards Framework (ASF) level at which the work is normally performed. Tables for ASF levels 3, 4 and 5 are included with these competency standards. They should be used as a guideline in customising the range indicators and packaging these generic standards to the needs of an industry or enterprise.

## EVIDENCE GUIDE

---

This section is a guideline to assist the development of assessment instruments/tools to assess the competence of frontline management. This requires evidence of consistent achievement of the workplace outcomes covered by this unit. Frontline management:

- promotes and monitors continuous improvement processes
- gains the commitment of individuals/teams to continuous improvement principles and practices
- encourages ideas and feedback from other team members in developing and refining processes
- uses available technology to monitor and review performance
- applies effective problem identification and problem solving techniques
- initiates continuous improvement processes to enhance the quality of individual and team performance
- maintains a focus on quality performance in achieving outcomes acceptable to customers
- uses the key competencies to at least the level recommended for the ASF level at which assessment takes place.

### ESTIMATED KEY COMPETENCY REQUIREMENTS

ASF	Collect, Analyse & Organise Info	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology	Cultural Understandings
3	B	B	B	B	B	B	B	B
4	C	C	B	B	B	B	B	B
5	C	C	C	C	C	B	C	C

**Guidance in the development of assessment strategies, instruments/tools, is included in the Frontline Management Initiative's support resources:**

- **Assessor Guide**
- **Candidate's Guide to Assessment**

## UNIT 10: FACILITATE AND CAPITALISE ON CHANGE AND INNOVATION

**DESCRIPTOR:** Frontline management has an active role in fostering change and acting as a catalyst in the implementation of change and innovation. They have a creative role in ensuring that individuals, the team and the organisation gain from change; and that the customer benefits through improved products and services.

ELEMENT	PERFORMANCE CRITERIA
10.1 Participate in planning the introduction of change.	<ul style="list-style-type: none"> <li>a. The manager contributes effectively in the organisation's planning processes to introduce change.</li> <li>b. Plans to introduce change are made in consultation with designated individuals/groups.</li> <li>c. The organisation's objectives and plans to introduce change are explained clearly to individuals/teams.</li> </ul>
10.2 Develop creative and flexible approaches and solutions.	<ul style="list-style-type: none"> <li>a. Alternative approaches to managing workplace issues and problems are identified and analysed.</li> <li>b. Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation.</li> <li>c. The workplace is managed in a way which promotes the development of innovative approaches and outcomes.</li> <li>d. Creative and responsive approaches to resource management improves productivity and/or reduces costs in a competitive environment.</li> </ul>
10.3 Manage emerging challenges and opportunities.	<ul style="list-style-type: none"> <li>a. Individuals/teams respond effectively and efficiently to changes in the organisation's goals, plans and priorities.</li> <li>b. Coaching and mentoring assists individuals/teams develop competencies to handle change efficiently and effectively.</li> <li>c. The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation.</li> <li>d. Individuals/teams are kept informed of progress in the implementation of change.</li> <li>e. Recommendations for improving the methods/techniques to manage change are negotiated with designated persons/groups.</li> </ul>



## RANGE INDICATORS

---

The conditions/context under which frontline management will be assessed depends on the Australian Standards Framework (ASF) level at which the work is normally performed. Tables for ASF levels 3, 4 and 5 are included with these competency standards. They should be used as a guideline in customising the range indicators and packaging these generic standards to the needs of an industry or enterprise.

## EVIDENCE GUIDE

---

This section is a guideline to assist the development of assessment instruments/tools to assess the competence of frontline management. This requires evidence of consistent achievement of the workplace outcomes covered by this unit. Frontline management:

- maintains knowledge of current and potential developments in internal and external environments
- monitors and introduces arrangements to improve the capability of individuals/teams/organisation to benefit from change
- responds to unusual or changing situations with actions appropriate to achieving individual, team and organisational goals
- draws on a wide range of knowledge and skills to assist the organisation capitalise on change
- adapts behaviour to the needs of the situation to achieve planned outputs and outcomes
- establishes realistic, innovative goals and change management processes for self and team
- identifies opportunities to initiate action and add value regularly
- monitors developments initiated by customers and competitors to keep self and team at the “cutting edge”
- supports colleagues in development of skills to handle change
- exercises styles of management which facilitate the change process
- responds promptly to new situations by identifying critical information and issues and developing appropriate strategies
- uses the key competencies to at least the level recommended for the ASF level at which assessment takes place.

### ESTIMATED KEY COMPETENCY REQUIREMENTS

ASF	Collect, Analyse & Organise Info	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology	Cultural Understandings
3	B	B	B	B	B	B	B	B
4	C	C	B	B	B	B	B	B
5	C	C	C	C	C	B	C	C

Guidance in the development of assessment strategies, instruments/tools, is included in the Frontline Management Initiative’s support resources:

- Assessor Guide
- Candidate’s Guide to Assessment