SIB10 Beauty Training Package

Release: 1.2

CONTENTS

Modification History

Version modification history

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

Version	Release Date	Comments
1.2	12 December, 2011	Minor editorial changes to mapping table and some units. **SIB30110 Certificate III in Beauty Services** The following unit has been deleted from the General Electives options: • SIRXSCS001A Sell products and services **SIB50110 Diploma of Beauty Therapy** The following units have been added to the General Electives options: • SIRXMGT002A Maintain employee relations • SIRXMGT003A Lead and manage people **SIB50210 Diploma of Salon Management** The following units have been added to the General elective options: • SIRXMGT006A Initiate and implement change • SIRXMPR001A Profile a retail market • BSBRES401A Analyse and present research information
1.1	10 December 2010	Minor editorial changes and AQTF information updated.
1	NA	Primary release SIB10 replaces the WRB04 Beauty Training Package.

SIB10 was endorsed on 23 September 2010

Imprint

SIB10 Beauty Training Package

Copyright Statement

© 2011 Commonwealth of Australia.

With the exception of the Commonwealth Coat of Arms, the Department's logo, any material protected by a t Creative Commons Attribution-No Derivative Works 3.0 Australia licence.

The details of the relevant licence conditions are available on the Creative Commons website (www.creativecommons.org.au) as is the full legal code. The document must be attributed as the SIB10 Training Package V1.2.

Disclaimer

This work is the result of wide consultations with Australian industry participants. It is a collaborative view a may omit factors which could be pertinent in particular cases.

While care has been taken in the preparation of this Training Package, DEEWR and the original developer do date for your State or Territory. DEEWR and the original developer do not accept any liability for any damag information contained in this Training Package.

The Commonwealth, through the Department of Education, Employment and Workplace Relations, does not which is provided in this material or incorporated into it by reference. The information is provided on the bas accuracy of its content. No liability is accepted for any information or services which may appear in any othe websites.

Preliminary information

Important note to users

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

Check the version number before commencing training or assessment

This Training Package is Version **1.2** – check whether this is the latest version by going to the Training.gov.au (**www.training.gov.au**) and locating information about the Training Package. Alternatively, contact Service Skills Australia (**www.serviceskills.com.au**) to confirm the latest version number.

Explanation of version number conventions

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

Version modification history

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

Version	Release Date	Comments
1.2	TBA	Minor editorial changes to mapping tables and some units. **SIB30110 Certificate III in Beauty Services** The following unit has been deleted from the General Electives options: • SIRXSCS001A Sell products and services **SIB50110 Diploma of Beauty Therapy** The following units have been added to the General Electives options: • SIRXMGT002A Maintain employee relations • SIRXMGT003A Lead and manage people **SIB50210 Diploma of Salon Management** The following units have been added to the General elective options: • SIRXMGT006A Initiate and implement change • SIRXMPR001A Profile a retail market • BSBRES401A Analyse and present research information
1.1	10 December 2010	Minor editorial changes and AQTF information updated.
1	NA	Primary release SIB10 replaces the WRB04 Beauty Training Package.

Summary of SIB10 Beauty Training Package

Summary of AQF qualifications in SIB10

Code	Title
SIB20110	Certificate II in Retail Make-up and Skin Care
SIB20210	Certificate II in Nail Technology
SIB30110	Certificate III in Beauty Services
SIB40110	Certificate IV in Beauty Therapy
SIB50110	Diploma of Beauty Therapy
SIB50210	Diploma of Salon Management
SIB70110	Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction

Summary of Units of Competency in SIB10 and their Prerequisite Requirements

Unit Code	Unit Title	Prerequisite Units
Cross Sector Units		
Client Services		
SIBXCCS201A	Conduct financial transactions	Nil
SIBXCCS202A	Provide service to clients	Nil
Facial Services		
SIBXFAS201A	Design and apply make-up	Nil
SIBXFAS202A	Design and apply make-up for photography	Nil
Personal Services Management		
SIBXPSM501A	Lead teams in a personal services environment	Nil
SIBXPSM502A	Manage treatment services and sales delivery	Nil
SIBXPSM503A	Promote a personal services business	Nil
Research		

Unit Code	Unit Title	Prerequisite Units
SIBXRES501A	Investigate new products and services	Nil
Beauty Units		
Body Services		
SIBBBOS401A	Perform body massage	Nil
SIBBBOS402A	Provide body treatments	SIBBBOS401A Perform body massage
SIBBBOS403A	Perform aromatherapy massage	SIBBBOS401A Perform body massage
SIBBBOS504A	Apply aromatic plant oil chemistry to beauty treatments	Nil
SIBBBOS505A	Blend and apply a range of aromatic plant oils for beauty treatments	Nil
SIBBBOS506A	Use reflexology relaxation techniques in beauty treatments	Nil
Client Services		
SIBBCCS301A	Apply the principles of skin biology to beauty treatments	Nil
SIBBCCS302A	Advise on beauty services	Nil
SIBBCCS403A	Recognise body structures and systems in a beauty therapy context	Nil
SIBBCCS404A	Work in a skin therapies framework	Nil
SIBBCCS405A	Develop treatment plans	Nil
SIBBCCS406A	Use electricity in beauty therapy treatments	Nil
SIBBCCS407A	Interpret the chemical composition and physical actions of cosmetic products	Nil
SIBBCCS408A	Promote healthy nutritional options in a beauty therapy context	Nil

Unit Code	Unit Title	Prerequisite Units
Facial Services		
SIBBFAS201A	Demonstrate retail skin care products	Nil
SIBBFAS302A	Provide lash and brow treatments	Nil
SIBBFAS303A	Design and apply remedial camouflage make-up	Nil
SIBBFAS404A	Provide facial treatments	Nil
SIBBFAS405A	Provide advanced facial treatments	SIBBFAS404A Provide facial treatments
Hair Reduction Services		
SIBBHRS301A	Perform waxing treatments	Nil
SIBBHRS502A	Perform female intimate waxing treatments	Nil
SIBBHRS503A	Perform male intimate waxing treatments	Nil
SIBBHRS504A	Provide electrolysis treatments	HLTIN402B Maintain infection control standards in office practice settings-
SIBBHRS705A	Apply intense pulsed light and laser safety protocols	Nil
SIBBHRS706A	Design intense pulsed light and laser hair reduction treatment programs	SIBBHRS705A Apply intense pulsed light and laser safety protocols
SIBBHRS707A	Provide intense pulsed light and laser hair reduction treatments	SIBBHRS705A Apply intense pulsed light and laser safety protocols
Nail Services		
SIBBNLS201A	Work in a nail services framework	Nil

Service Skills Australia

Unit Code	Unit Title	Prerequisite Units
SIBBNLS202A	Provide manicure and pedicare services	Nil
SIBBNLS203A	Apply ultraviolet gel nail enhancement	Nil
SIBBNLS204A	Apply acrylic nail enhancement	Nil
SIBBNLS205A	Apply nail art	Nil
SIBBNLS206A	Use electric file equipment for nails	Nil
SIBBNLS207A	Apply advanced nail art	Nil
Research		
SIBBRES201A	Research and apply beauty industry information	Nil
SIBBRES702A	Investigate developments in cosmetic treatments using light or laser systems	Nil
Skin Services		
SIBBSKS201A	Pierce ears	Nil
SIBBSKS302A	Apply cosmetic tanning products	Nil
SIBBSKS503A	Provide diathermy treatments	Nil
SIBBSKS504A	Design and perform cosmetic tattooing	HLTIN402B Maintain infection control standards in office practice settings
SIBBSKS505A	Provide upper body piercing	HLTIN402B Maintain infection control standards in office practice settings
SIBBSKS506A	Apply micro-dermabrasion to improve skin appearance	Nil
Spa Services		
SIBBSPA501A	Work in a spa therapies framework	Nil

Service Skills Australia

Unit Code	Unit Title	Prerequisite Units
SIBBSPA502A	Plan spa programs	Nil
SIBBSPA503A	Provide spa therapies	Nil
SIBBSPA504A	Provide stone therapy massage	Nil
SIBBSPA505A	Provide Indian head massage for relaxation	Nil

Imported Units of Competency in SIB10 Beauty Training Package

Code	Title	Origin
BSB07 Business Services		
BSBDES202A	Evaluate the nature of design in a specific industry context	BSB07 Business Services
BSBDES301A	Explore the use of colour	BSB07 Business Services
BSBFRA401B	Manage compliance with franchisee obligations and legislative requirements	BSB07 Business Services
BSBFRA402B	Establish a franchise	BSB07 Business Services
BSBFRA403B	Manage relationship with franchisor	BSB07 Business Services
BSBFRA404B	Manage a multiple site franchise	BSB07 Business Services
BSBLED501A	Develop a workplace learning environment	BSB07 Business Services
BSBMGT401A	Show leadership in the workplace	BSB07 Business Services
BSBMGT502B	Manage people performance	BSB07 Business Services
BSBSMB304A	Determine resource requirements for the micro business	BSB07 Business Services
BSBSMB402A	Plan small business finances	BSB07 Business Services
BSBSMB403A	Market the small business	BSB07 Business Services
BSBSMB404A	Undertake small business planning	BSB07 Business Services

Code	Title	Origin
BSBSMB406A	Manage small business finances	BSB07 Business Services
BSBSMB408B	Manage personal, family, cultural and business obligations	BSB07 Business Services
BSBSMB409A	Build and maintain relationships with small business stakeholders	BSB07 Business Services
BSBSUS201A	Participate in environmentally sustainable work practices	BSB07 Business Services
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07 Business Services
HLT07 Health		
HLTFA301B	Apply first aid	HLT07 Health
HLTIN402B	Maintain infection control standards in office practice settings	HLT07 Health
SIR07 Retail Services		
SIRXCCS002A	Interact with customers	SIR07 Retail Services
SIRXCCS003A	Coordinate interaction with customers	SIR07 Retail Services
SIRXCOM001A	Communicate in the workplace	SIR07 Retail Services
SIRXCLM001A	Organise and maintain work areas	SIR07 Retail Services
SIRXHRM001A	Administer human resources policy	SIR07 Retail Services
SIRXHRM002A	Recruit and select personnel	SIR07 Retail Services
SIRXICT001A	Operate retail technology	SIR07 Retail Services
SIRXIND001A	Work effectively in a retail environment	SIR07 Retail Services

Code	Title	Origin
SIRXINV001A	Perform stock control procedures	SIR07 Retail Services
SIRXMER001A	Merchandise products	SIR07 Retail Services
SIRXMER003A	Monitor in store visual merchandising display	SIR07 Retail Services
SIRXMER005A	Create a display	SIR07 Retail Services
SIRXMGT001A	Coordinate work teams	SIR07 Retail Services
SIRXMPR001A	Profile a retail market	SIR07 Retail Services
SIRXOHS001A	Apply safe working practices	SIR07 Retail Services
SIRXOHS003A	Provide a safe working environment	SIR07 Retail Services
SIRXQUA001A	Develop innovative ideas at work	SIR07 Retail Services
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services	SIR07 Retail Services
SIRXRSK001A	Minimise theft	SIR07 Retail Services
SIRXSLS001A	Sell products and services	SIR07 Retail Services
SIRXSLS004A	Build relationships with customers	SIR07 Retail Services
TAE10 Training and Education		
TAEDEL301A	Provide work skill instruction	TAE10 Training and Education
TAEDEL402A	Plan, organise and facilitate learning in the workplace	TAE10 Training and Education

SIB10 Qualifications mapping table

Code and Title	Relates to	Nature of Relationship
SIB20110 Certificate II in Retail Make-up and Skin Care	WRB20204 Certificate II in Make-up Services WRB0420304 Certificate II in Retail Cosmetic Services	This new qualification consolidates the units previously packaged across 2 qualifications for a new and more flexible qualification focussed on base entry level skills for those considering a career in the beauty industry. The total number of units required to complete this qualification is 15. The number of core units is 10. There is a requirement to complete 5 elective units.
SIB20210 Certificate II in Nail Technology	WRB20104 Certificate II in Nail Technology	SIB20210 replaces WRB20104 as the intent of the qualification remains unchanged. The total number of units required to complete this qualification has increased to 15. The number of core units has decreased from 13 to 10. The number of elective units has increased from 1 to 5.
SIB30110 Certificate III in Beauty Services	WRB30104 Certificate III in Beauty Services	SIB30110 replaces WRB30104 as the intent of the qualification remains unchanged. A more flexible approach to packaging has been adopted. The total number of units required complete this qualification has decreased to 20. The number of core units has decreased from 12 to 9. The number of elective units has increased from 6 to 11 units; of which 4 must be chosen as one of 2 grouped electives.
Nil	WRB30204 Certificate III in Nail Technology	Deleted and no equivalent in SIB10.
SIB40110 Certificate IV in	WRB40105 Certificate IV in	SIB40110 replaces WRB40105 as the intent of the qualification remains

Code and Title	Relates to	Nature of Relationship
Beauty Therapy	Beauty Therapy	unchanged. A more flexible approach to packaging has been adopted. The total number of units required complete this qualification remains at 25. The number of core units has decreased from 21 to 17. The number of elective units has increased from 4 to 8.
SIB50110 Diploma of Beauty Therapy	WRB50105 Diploma of Beauty Therapy	SIB50110 replaces WRB50105 as the intent of the qualification remains unchanged. There is however an increased emphasis on the technical skills required to work as a beauty therapist. 8 new beauty units have been included and a more flexible approach to packaging has been adopted. The total number of units required complete this qualification remains at 33. The number of core units remains at 22. The number of elective units remains at 10; of which 5 units must be chosen as one of 4 grouped electives.
SIB50210 Diploma of Salon Management	New qualification	This is a new qualification focussed on the application of management knowledge and skills required in personal services businesses. The total number of units required complete this qualification is 10. The number of core units is 6. The number of elective units is 4.
SIB70110 Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction	New qualification	This is a new qualification focussed on the additional and specialised technical knowledge and skills required for already experienced beauty therapists to use light technologies including class 4 equivalent intense pulsed and laser to achieve hair reduction on human

Code and Title	Relates to	Nature of Relationship
		skin. The total number of units is 5. All units are core units.

SIB10 Units of competency mapping table

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
Cross-Sector Units		
Client Services		
SIBXCCS201A Conduct financial transactions	WRBCS201B Conduct financial transactions	**E** Updated and equivalent to WRBCS201B
SIBXCCS202A Provide service to clients	WRBCS203B Provide service to clients	**E** Updated and equivalent to WRBCS203B
Facial Services		
SIBXFAS201A Design and apply make-up	WRBFS202B Design and apply make-up	**E** Updated and equivalent to WRBFS202B
SIBXFAS202A Design and apply make-up for photography	WRBFS203B Design and apply make-up for photography	**E** Updated and equivalent to WRBFS203B
Personal Services Management		
SIBXPSM501A Lead teams in a personal services environment	New unit	**N** No equivalent in WRB04
SIBXPSM502A Manage treatment services and sales delivery	New unit	**N** No equivalent in WRB04
SIBXPSM503A Promote a personal services business	New unit	**N** No equivalent in WRB04
Research		
SIBXRES501A Investigate new products and services	WRBCS513B Investigate new products and services	**E** Updated and equivalent to WRBCS513B

Service Skills Australia

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
Beauty Units		
Body Services		
SIBBBOS401A Perform body massage	New unit WRBBS514A Provide superficial lymph drainage massage	**N** No equivalent in WRB04 SIBBBOS402A incorporates the application of WRBBS514A on body areas
SIBBBOS402A Provide body treatments	WRBBS407B Provide body treatments	**N** Unit based on WRBBS407B but not equivalent. SIBBBOS402A incorporates the application of WRBBS514A on body areas
SIBBBOS403A Perform aromatherapy massage	WRBBS408B Provide aesthetic aromatic massage	**E** Updated and equivalent to WRBBS408B
SIBBBOS504A Apply aromatic plant oil chemistry to beauty treatments	WRBBS511A Apply aromatic plant oil chemistry to beauty treatments	**E** Updated and equivalent to WRBBS511A
SIBBBOS505A Blend and apply a range of aromatic plant oils for beauty treatments	WRBBS512A Blend a range of aromatic plant oils for beauty treatments	**E** Updated and equivalent to WRBBS512A
SIBBBOS506A Use reflexology relaxation techniques in beauty treatments	WRBBS513A Use reflexology relaxation techniques in beauty treatments	**E** Updated and equivalent to WRBBS513A
Client Services		
SIBBCCS301A Apply the principles of skin biology to beauty treatments	WRBCS305A Apply knowledge of skin biology to beauty treatments	**E** Updated and equivalent to WRBCS305A
SIBBCCS302A Advise on beauty services	WRBCS306B Advise on beauty services	**E** Updated and equivalent to

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
		WRBCS306B
SIBBCCS403A Recognise body structures and systems in a beauty therapy context	WRBCS408A Apply knowledge of anatomy and physiology to beauty therapy treatments	E Updated and equivalent to WRBCS408A
SIBBCCS404A Work in a skin therapies framework	WRBCS409A Apply knowledge of skin science to beauty therapy treatments	E Updated and equivalent to WRBCS409A
SIBBCCS405A Develop treatment plans	WRBCS407A Develop a treatment plan for beauty therapy treatments	E Updated and equivalent to WRBCS407A
SIBBCCS406A Use electricity in beauty therapy treatments	WRBCS410A Apply knowledge of electricity to beauty therapy treatments	E Updated and equivalent to WRBCS410A
SIBBCCS407A Interpret the chemical composition and physical actions of cosmetic products	WRBCS412A Apply knowledge of cosmetic chemistry to beauty therapy treatments	E Updated and equivalent to WRBCS412A
SIBBCCS408A Promote healthy nutritional options in a beauty therapy context	WRBCS411A Apply knowledge of nutrition to beauty therapy treatments	E Updated and equivalent to WRBCS411A
Facial Services		
SIBBFAS201A Demonstrate retail skin care products	WRBFS201B Demonstrate retail skin care products	E Updated and equivalent to WRBFS201B
SIBBFAS302A Provide lash and brow treatments	WRBFS305B Provide lash and brow treatments	E Updated and equivalent to WRBFS305B
SIBBFAS303A Design and apply remedial camouflage make-up	WRBFS204B Design and apply remedial camouflage	E Updated and equivalent to WRBFS204B
SIBBFAS404A Provide facial treatments	WRBFS406B Provide facial treatments	E Updated and equivalent to

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
		WRBFS406B
SIBBFAS405A Provide advanced facial treatments	WRBFS407B Provide advanced facial treatments WRBBS514A Provide superficial lymph drainage massage	**E** Updated and equivalent to WRBFS407B and incorporates the application of WRBBS514A on facial areas
Hair Reduction Services		
SIBBHRS301A Perform waxing treatments	WRBSS302B Provide temporary epilation and bleaching treatments	**E** Updated and equivalent to WRBSS302B with the exception of bleaching which has been deleted from SIBBHRS301A
SIBBHRS502A Perform female intimate waxing treatments	New unit	**N** No equivalent in WRB04
SIBBHRS503A Perform male intimate waxing treatments	New unit	**N** No equivalent in WRB04
SIBBHRS504A Provide electrolysis treatments	WRBSS503B Provide permanent epilation	**E** Updated and equivalent to WRBSS503B
SIBBHRS705A Apply intense pulsed light and laser safety protocols	New unit	**N** No equivalent in WRB04
SIBBHRS706A Design intense pulsed light and laser hair reduction treatment programs	New unit	**N** No equivalent in WRB04
SIBBHRS707A Provide intense pulsed light and laser hair reduction treatments	New unit	**N** No equivalent in WRB04
Nail Services		

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
SIBBNLS201A Work in a nail services framework	WRBCS204A Apply knowledge of nail science to nail services	**E** Updated and equivalent to WRBCS204A
SIBBNLS202A Provide manicure and pedicare services	WRBBS201B Provide manicure and pedicare services	**E** Updated and equivalent to WRBBS201B
SIBBNLS203A Apply ultraviolet gel nail enhancement	WRBBS202A Apply gel nail enhancement	**E** Updated and equivalent to WRBBS202A
SIBBNLS204A Apply acrylic nail enhancement	WRBBS203A Apply acrylic nail enhancement	**E** Updated and equivalent to WRBBS203A
SIBBNLS205A Apply nail art	WRBBS204B Apply nail art	**E** Updated and equivalent to WRBBS204B
SIBBNLS206A Use electric file equipment for nails	WRBBS305B Use electrical equipment for nails	**E** Updated and equivalent to WRBBS305B
SIBBNLS207A Apply advanced nail art	New unit	**N** No equivalent in WRB04
Research		
SIBBRES201A Research and apply beauty industry information	WRBCS202A Apply techniques to update beauty industry knowledge	**E** Updated and equivalent to WRBCS202A
SIBBRES702A Investigate developments in cosmetic treatments using light or laser systems	New unit	**N** No equivalent in WRB04
Skin Services		
SIBBSKS201A Pierce ears	WRBSS201B Pierce ears	**E** Updated and equivalent to WRBSS201B

Service Skills Australia

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
SIBBSKS302A Apply cosmetic tanning products	New unit	**N** No equivalent in WRB04
SIBBSKS503A Provide diathermy treatments	WRBSS504B Perform diathermy service	**E** Updated and equivalent to WRBSS504B
SIBBSKS504A Design and perform cosmetic tattooing	WRBSS505B Design and perform cosmetic tattooing/ micro pigmentation procedures	**E** Updated and equivalent to WRBSS505B
SIBBSKS505A Provide upper body piercing	WRBSS506A Provide upper body piercing	**E** Updated and equivalent to WRBSS506A
SIBBSKS506A Apply micro-dermabrasion to improve skin appearance	New unit	**N** No equivalent in WRB04
Spa Services		
SIBBSPA501A Work in a spa therapies framework	New unit	**N** No equivalent in WRB04
SIBBSPA502A Plan spa programs	WRBBS509A Plan the spa program	**N** Based on but not equivalent to WRBBS509A
SIBBSPA503A Provide spa therapies	New unit	**N** No equivalent in WRB04
SIBBSPA504A Provide stone therapy massage	New unit	**N** No equivalent in WRB04
SIBBSPA505A Provide Indian head massage for relaxation	New unit	**N** No equivalent in WRB04
Deleted Units		
No unit	WRBBS514A Provide superficial lymph drainage massage	**N** Unit deleted and application included in SIBBOS402A and

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
		SIBBFAS404A

Service Skills Australia

SIB10 Imported units of competency mapping table

SIB10 Unit code and title	Related units in previous Training Package WRB04	Nature of Relationship E = equivalent N = not equivalent
BSBDES202A Evaluate the nature of design in a specific industry context	None	N New unit- No equivalent in WRB04
BSBDES301A Explore the use of colour	None	N New unit- No equivalent in WRB04
BSBFRA401B Manage compliance with franchisee obligations and legislative requirements	BSBFRA401A Manage compliance with franchisee obligations and legislative requirements	E Unit updated and equivalent to BSBFRA401A
BSBFRA402B Establish a franchise	BSBFRA402A Establish a franchise	E Unit updated and equivalent to BSBFRA402A
BSBFRA403B Manage relationship with franchisor	BSBFRA403A Manage relationship with franchisor	E Unit updated and equivalent to BSBFRA403A
BSBFRA404B Manage a multiple site franchise	BSBFRA404A Manage a multiple site franchise	E Unit updated and equivalent to BSBFRA404A
BSBLED501A Develop a workplace learning environment	BSBFLM511B Develop a workplace learning environment	E Unit updated and equivalent to BSBFLM511B
BSBMGT401A Show leadership in the workplace	None	N New unit- No equivalent in WRB04
BSBMGT502B Manage people performance	BSBMGT502A Manage people performance	E Unit updated and equivalent to BSBMGT502A – minor change
BSBRES401A Analyse and present research information	BSBEBUS301A	N Deleted and merged with BSBEBUS401A Conduct online research into BSBRES401A

SIB10 Unit code and title	Related units in previous Training Package WRB04	Nature of Relationship E = equivalent N = not equivalent
		Analyse and present research information
BSBSMB304A Determine resource requirements for the micro business	None	**N** New unit- No equivalent in WRB04
BSBSMB402A Plan small business finances	BSBSBM402A Undertake financial planning	**E** Unit updated and equivalent to BSBSBM402A
BSBSMB403A Market the small business	BSBSBM403A Promote the business	**E** Unit updated and equivalent to BSBSBM403A
BSBSMB404A Undertake small business planning	BSBSBM404A Undertake business planning	**E** Unit updated and equivalent to BSBSSBM404A
BSBSMB406A Manage small business finances	BSBSBM406A Manage finances	**E** Unit updated and equivalent to BSBSBM406A
BSBSMB408B Manage personal, family, cultural and business obligations	None	**N** New unit- No equivalent in WRB04
BSBSMB409A Build and maintain relationships with small business stakeholders	None	**N** New unit- No equivalent in WRB04
BSBSUS201A Participate in environmentally sustainable work practices	None	**N** New unit- No equivalent in WRB04
BSBSUS501A Develop workplace policy and procedures for sustainability	None	**N** New unit- No equivalent in WRB04

SIB10 Unit code and title	Related units in previous Training Package WRB04	Nature of Relationship E = equivalent N = not equivalent
BSBWOR501A Manage personal work priorities and professional development	BSBFLM501B Manage personal work priorities and professional development	**E** Unit updated and equivalent to BSBFLM501B – minor change
HLTFA301B Apply first aid	None	**N** New unit- No equivalent in WRB04
HLTIN402B Maintain infection control standards in office practice settings	None	**N** New unit- No equivalent in WRB04
SIRXCCS002A Interact with customers	WRRCS3B Interact with customers	**E** Updated and equivalent to WRRCS3B
SIRXCCS003A Coordinate interaction with customers	WRRCS4B Coordinate interaction with customers	**E** Updated and equivalent to WRRCS4B
SIRXCLM001A Organise and maintain work areas	WRRM2B Perform routine housekeeping duties	**E** Updated and equivalent to WRRM2B
SIRXCOM001A Communicate in the workplace	WRRCS1B Communicate in the workplace	N Unit based on WRRCS1B but not equivalent. Element 4: Maintain personal presentation deleted and moved to SIRXIND001A Work effectively in a retail environment. Element 5. Follow routine instructions deleted and moved to SIRXIND001A Work effectively in a retail environment. Element 7: Use retail numbers in the workplace deleted. Retail mathematical calculations, etc. explicitly included in relevant

Service Skills Australia

SIB10 Unit code and title	Related units in previous Training Package WRB04	Nature of Relationship E = equivalent N = not equivalent
		units.
SIRXHRM001A Administer human resources policy	WRRPM1B Administer human resources policy	**E** Updated and equivalent to WRRPM1B
SIRXHRM002A Recruit and select personnel	WRRPM2B Recruit and select personnel	**E** Updated and equivalent to WRRPM2B
SIRXICT001A Operate retail technology	WRRCA1B Operate retail equipment	**E** Updated and equivalent to WRRCA1B
SIRXIND001A Work effectively in a retail environment	WRRER1B Work effectively in a retail environment	**N** Unit based on WRRER1B but not equivalent SIRXIND001A has the following additional elements: 3. Develop retail industry knowledge 4. Maintain personal presentation 5. Follow routine instructions.
SIRXINV001A Perform stock control procedures	WRRI1B Perform stock control procedures	**E** Updated and equivalent to WRRI1B
SIRXMER001A Merchandise products	WRRM1B Merchandise products	**E** Updated and equivalent to WRRM1B
SIRXMER003A Monitor in-store visual merchandising display	WRRM5A Monitor in-store visual merchandising display	**E** Updated and equivalent to WRRM5A
SIRXMER005A Create a display	WRRM6A Create a display for small business	**N** Unit based on WRRVM6A but not equivalent. SIRXMER005A content simplified so that unit is applicable to floor staff across a range of retail and wholesale businesses.

SIB10 Unit code and title	Related units in previous Training Package WRB04	Nature of Relationship E = equivalent N = not equivalent
SIRXMGT001A Coordinate work teams	WRRER2B Coordinate work teams	**E** Updated and equivalent to WRRER2B
SIRXMGT002A Maintain employee relations	WRRER 3B Maintain employee relations	**E** Updated and equivalent to WRRER3B
SIRXMGT003A Lead and manage people	WRRPM3B Lead and manage people	**E** Updated and equivalent to WRRPM3B
SIRXMGT006A Initiate and implement change	WRRPL3B Initiate and implement change	**E** Updated and equivalent to WRRPL3B
SIRXMPR001A Profile a retail market	WRRO7A Profile a retail market	**E** Updated and equivalent to WRRO7A
SIRXOHS001A Apply safe working practices	WRRLP1B Apply safe working practices	**E** Updated and equivalent to WRRLP1B
SIRXOHS003A Provide a safe working environment	WRRO3B Provide a safe working environment	**E** Updated and equivalent to WRRO3B
SIRXQUA001A Develop innovative ideas at work	WRRO8A Develop innovative ideas at work	**E** Updated and equivalent to WRRO8A
SIRXRSK001A Minimise theft	WRRLP2B Minimise theft	**E** Updated and equivalent to WRRLP2B
SIRXSLS001A Sell products and services	WRRS1B Sell products and services	**E** Updated and equivalent to WRRS1B
SIRXSLS004A Build relationships with customers	WRRS4B Build relationships with customers	**E** Updated and equivalent to WRRS4B
TAEDEL301A	TAADEL301C	**E**

SIB10 Unit code and title	Related units in previous Training Package WRB04	Nature of Relationship E = equivalent N = not equivalent
Provide work skill instruction	Provide training through instruction and demonstration of work skills	Re-written unit
TAEDEL402A Plan, organise and facilitate learning in the workplace	TAADEL403B Facilitate individual learning TAADEL404B Facilitate work-based learning	**E** Units merged and content re-written

Explanation of the review date

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

Overview

Overview of Training Packages

What is a Training Package?

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

Each Training Package:

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

How do Training Packages fit within the National Training Framework?

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

How are Training Packages developed?

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

How do Training Packages encourage flexibility?

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

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

**Who can deliver and assess using Training Packages?**

Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF 2010.

Training Package components

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

Training Package endorsed components

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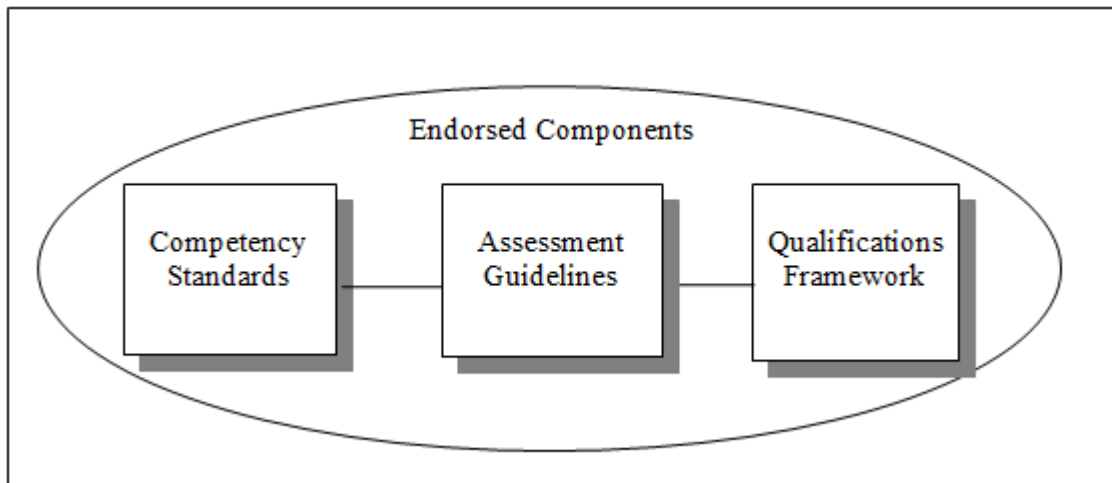
Competency Standards

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

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF Essential Conditions and Standards for Continuing Registration - (2010) and AQTF Essential Conditions and Standards for Initial Registration - (2010). The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

Qualifications Framework

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

Training Package support materials

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

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.
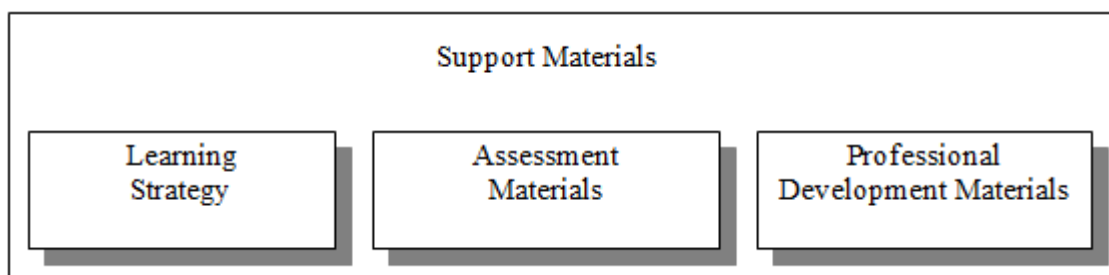
Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and government agencies.

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

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

Training Package, Qualification and Unit of Competency Codes

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

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example SIB10. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

SSA Training Package	ISC identifier– 2 alpha	Training Package identifier-1 alpha	Endorsement Year – 2 digit

SIB10	SI	B	10
	Service Industries	Beauty	2010

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example SIB50110. Qualification codes are developed as follows:

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

SSA Qualification	ISC identifier– 2 alpha	Training Package identifier-1 alpha	AQF level – 1 digit	Sequence within AQF level – 2 digit	Endorsement Year – 2 digit
SIB50110 Diploma of Beauty Therapy	SI	B	5	01	10
	Service Industries	Beauty	First packaged at AQF 5	First Diploma in sequence	2010

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in SIBBBOS401A ;
- the first three characters signify the Training Package - SIB10 Beauty Training Package - in the above example and up to eight characters, relating to an industry sector, function or skill area, follow;
- the last character is always a letter and identifies the unit of competency version. An "A" at the end of the code indicates that this is the original unit of competency. "B", or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent; and
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

ISC identifier– 2 alpha	Training Package identifier-1 alpha	Sector – 1 alpha B= Beauty X = Cross Sector	Functional area/field – 3 alpha	AQF level at which the unit is first packaged	First unit in the numerical sequence for the functional area – 2 digit	Version identifier – 1 alpha
SI	B	B	BOS	4	01	A
Service Industries	Beauty	Beauty	Body Services	First packaged at AQF 4	First in sequence	Version A

Training Package, Qualification and Unit of Competency Titles

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

Training Package Titles

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

Qualification Titles

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

        Service Skills Australia

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma;
- this is followed by the words "in" for Certificates I to IV, and "of" for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma. then, the industry descriptor, for example Beauty
- then, if applicable, the occupational or functional stream in brackets, for example (Body Services).

For example:

- SIB20110 Certificate II in Retail Make-up and Skin Care, SIB50110 Diploma of Beauty Therapy

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.
For example:
SIBBBOS401A Perform body massage

Overview of SIB10 Beauty Training Package

Overview of the Beauty Industry

The beauty industry in Australia has evolved, while a large proportion of the industry still provides a traditional range of services, a growing number now also encompass increasingly complex skin and body treatments, consequently enhancing career pathways and options.

In addition, many of the contexts in which beauty professionals work are increasingly linked to the broader field of health and wellness. New opportunities for beauty professionals include the following:

- Facilities in hotels and health resorts; an area of rapid growth and provider of extensive employment opportunities for beauty professionals.
- New technologies, which are forging employment links between other professions and health contexts and which reflect the emerging technologies e.g. intense pulsed light (IPL) and laser, potentially demand more sophisticated skills on the part of the beauty therapist. In addition, links between beauty therapists and health professionals, such as plastic surgeons, are becoming stronger with more employment opportunities in medical and paramedical contexts, as the line blurs between beauty therapy and cosmetic medicine.
- Further development of complementary health skills in areas such as massage, aromatherapy and reflexology.
- On a smaller scale, beauty professionals also work in film, television and live entertainment.

The beauty industry is also receiving increased pressure from increasing client demands. As clients become more well-informed and expect more value for money, the level of service that is expected from the industries is increasing. Each business is increasingly reliant on the quality of its staff and business model to ensure that the services offered distinguish them from their competitors. A thorough knowledge of products and services as well as the required skills to provide a high level of service is essential.

Types of business

The beauty industry in Australia is characterised by a substantial number of small and medium-sized owner-operated businesses, with a growing number of franchises emerging. These businesses provide unique and complex beauty services and treatments to clients on a one-to-one basis.

In mid-2009:

- the hairdressing and beauty industries employed over 84,000 people, of which approximately 88% were female and 45% worked part time
- the median age of employees in the beauty industry was 30.

Job roles in the industry

Job roles in the beauty industry require multi-skilled individuals with a combination of skills and knowledge encompassing the beauty services and treatments, customer service, sales, administration and leadership. The industry is increasingly including treatments using new technologies, such as micro-dermabrasion, intense pulsed light and laser, requiring a higher level of understanding of the skin and how such technologies interact with the skin. Leaders and managers in the beauty industry fulfil a wide range of roles requiring a variety of skills and knowledge of financial matters, technology, business planning and human resource management.

Legislation

Traditionally, the beauty industry is self-regulated, with the relevant licensing and regulatory requirements including occupational, health and safety, workplace hygiene and skin penetration. Recent trends within the beauty industry have indicated that the use of technologies such as intense pulsed light and laser has increased at a rapid rate, prompting the Australia Radiation Protection and Nuclear Safety Agency (ARPANSA) to investigate the mandatory regulation of the use of this technology for cosmetic purposes.

At the time of endorsement, there are three jurisdictions with legislation, licensing and/or regulation requirement for the safe use of intense pulsed light and laser.

In Queensland, the use of non ionising radiation for cosmetic treatments is currently subject to licensing under the Queensland *Radiation Safety Act 1999*. In Tasmania the accreditation of equipment, premises and operator is required under the Tasmanian *Radiation Protection Act 2005*. The Western Australian *Radiation Safety Act 1975* imposes limitations restricting the use of class 4 lasers for cosmetic treatments, including hair removal, to medical practitioners. In relation to other states and territories, no licensing, regulatory or certification requirements apply at the time of publication.

Service Skills Australia

Review of WRB04 Beauty Training Package

The SIB10 Beauty Training Package represents the review, redevelopment and rationalisation of the WRB04 Beauty Training Package, initially endorsed in 1999.

The development of the SIB10 Beauty Training Package was funded by the Department of Education, Employment and Workplace Relations (DEEWR) and managed by Service Skills Australia. The review was overseen by a national Beauty Training Package Reference Group and involved extensive consultation with a diverse range of beauty stakeholders including employers, employer bodies, unions, public and private RTOs and state training authorities.

The review commenced in January 2007 with the research and analysis of the WRB04 Beauty Training Package to evaluate its currency and relevance for industry, and to address any barriers that inhibit their quality implementation. Nationally, consultations included combinations of face-to-face interviews, telephone interviews and workshops. Feedback was received via individual responses to a discussion paper and from reports prepared by the relevant state or territory industry training advisory body, as was the instance in South Australia, Victoria and the Northern Territory.

The Phase One *Report into the Continuous Improvement of the Beauty Training Package* was developed based on the information received from stakeholders and included 19 recommendations to improve the training package. The report was released in March 2008 and guided the continuous improvement phase of the project – the technical development.

Phase Two of the continuous improvement of the WRB04 Beauty Training Package commenced in July 2008 and involved technical development and refinement of training package content. Emerging areas that were identified in Phase One were further explored in a discussion paper to guide future direction. These issues included scoping the spa industry, solaria, intense pulsed light and laser therapy, aromatherapy, salon management, and environmental sustainability.

The technical development of the new units of competency was guided by an initial series of technical meetings attended by current industry practitioners and further refined throughout the process by stakeholder feedback. Existing units were updated to reflect current industry practice and current Training Package Development Handbook policy, as at time of endorsement.

Changes within the industry since 2004 and within the policy framework for the development of Training Packages have resulted in the following key changes:

- Employability Skills are now explicitly embedded in units of competency as the result of a major industry and DEEWR initiative.

- Units of competency are now presented using the latest DEEWR template designed to ensure consistency across all Training packages. The new 'Application' statement at unit outset provides clear information about how the unit can apply to different contexts, industry environments and job roles; and who performs the function described by the unit and at what level. The 'Critical Aspects' statement in the unit evidence guide provides focused information on essential assessment evidence guide provides focused information on essential assessment evidence to be collected; while the 'Context of and Specific Resources for Assessment' statement details the required environmental locations and resources.

- Units of competency have been updated and enhanced to:
  - ensure that new technology and industry trends are fully covered
  - provide clearer advice on the scope and level of knowledge, and literacy and communication skills required
  - reflect industry's requests to outline stringent assessment requirements more clearly and explicitly in the evidence guide component.
  - New units of competency have been developed to address the emerging areas of:
  - intimate waxing
  - safe use of intense pulsed light and laser
  - personal services management
  - application of cosmetic tanning products
  - micro-dermabrasion, and;
  - the spa industry.

- A new coding system has been applied to all SIB10 units of competency and qualifications.

- Qualifications have been updated to reflect industry needs through:
  - increased flexibility to develop a multi-skilled graduate and accommodate different business model.
  - inclusion of two new qualifications; Diploma of Salon Management and Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction.

- Qualifications have been updated to reflect current government policy through the:
  - inclusion of environmental, economic and social sustainability embedded throughout the training package
  - increased flexibility of qualifications
  - inclusion of an Employability Skills Summary for each qualification to provide holistic guidance to trainers and assessor and to assist employers to understand the generic skills delivered by the qualification
  - each qualification is introduced by a statement that clearly outlines its applicability to common jobs within the beauty industry and to different industry business types and environments.

- Assessment guidelines have been updated to reflect current industry practices within realistic simulated or workplace environments through:
    - updated context for assessment, identifying appropriate assessment context
    - strengthened definition of what constitutes a simulated environment in the beauty industry
    - assessment environment requirements and
    - strengthened expectations for assessors in the beauty industry, in particular to ensure the safe and quality delivery of training and assessment of the Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction.

Details of specific changes and a mapping between the previous Training Package and this version are outlined in the preliminary pages to this Training Package.

Components of the SIB10 Beauty Training Package

The SIB10 Beauty Training Package consists of three major components endorsed by the National Quality Council (NQC). The three components have been designed to establish the criteria and guidelines against which beauty qualifications will be awarded. All components have been developed through a consultative process with industry in conjunction with other critical stakeholders.

Qualifications

The Qualifications Framework sets out the requirements for attainment of qualifications in the beauty industry. There are seven qualifications ranging from Certificate II to Vocational Graduate Certificate.

A combination of the deletion and integration of qualifications has resulted in the deletion of two qualifications, with the development of two new qualifications to meet industry needs. This has been achieved via the:

- deletion of WRB30204 Certificate III in Nail Technology
- replacement of WRB20204 Certificate II in Make-up Services and WRB20304 Certificate II in Retail Cosmetic Services by an integrated Certificate II qualification
- development of the new qualification SIB50210 Diploma of Salon Management and
- development of the new qualification SIB70110 Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction.

Details of the transition from qualifications in WRB04 to SIB10 may be found in the Preliminary information in this volume of the SIB10 Beauty Training Package.

Assessment Guidelines

The Assessment Guidelines provide the framework for assessment of units of competency in SIB10 Beauty Training Package. They are designed to ensure that assessment activities are consistent with the AQTF 2010 and that assessment processes are valid, reliable, flexible and fair.

Competency Standards

The competency standards represent the skills and knowledge applied at work and identified by the industry as appropriate across the full range of beauty industry workplaces.

The SIB10 Beauty Training Package comprises of 103 units of competency:

- 8 cross-sector units of competency
- 46 beauty units of competency, organised into the following functional areas:
  - BOS – Body Services
  - CCS – Client Services
  - FAS – Facial Services
  - HRS – Hair Reduction Services

- NLS – Nail Services
- RES – Research
- SKS – Skin Services
- SPA – Spa Services
- 49 units of competency imported from the following Training Packages:
  - BSB07 Business Services
  - HLT07 Health
  - SIR07 Retail Services
  - TAE10 Training and Education

Sustainability Skills

One of the vital workforce development needs for the service industries is the requirement to adopt sustainable practices. As stated in the Service Skills Australia Environmental Scan 2009, 'Greater awareness of these issues and how they should be managed within enterprise needs to be incorporated into VET training. With consumers making more purchasing choices based upon sustainability issues, training in areas such as product knowledge, brand marketing and consumer information will need to be enhanced and updated'.

Although the service industries are not seen as a major contributor to high carbon levels and a polluted environment, the beauty industry is an industry with high customer contact and therefore presents possibilities to build awareness. In the service industries, the belief is that it is imperative to contextualise existing skills and change behaviour.

Many of the sustainable skill requirements for the service industries relate to product knowledge, purchasing criteria and business practices as well as imparting sustainability consciousness onto customers. When a customer sees sustainable practice in a hotel, local food promoted in their favourite café and sustainable products used in a beauty salon, it raises the awareness of sustainable practice, engages customers and helps to change existing mindsets – of both customers and the workforce.

With the continued growth of the service industries, this takes on greater importance as it presents the opportunity to impart sustainable business practices to a greater number of people.

Sustainability Skills within SIB10 Beauty Training Package

Sustainability skills are embedded in the SIB10 Beauty Training Package across social, economic and environmental outcomes.

All qualifications include a range of key core skills in communication, customer service, conducting financial transactions and product knowledge. These are considered to be essential pillars of the service industries' core business and underpinning enabling skills for achieving organisational sustainability objectives.

In addition all qualifications contain at a minimum, within the core unit structure, environmental skills in waste minimisation and disposal. Higher level qualifications (from Certificate III) also include skills in research and planning and decision making (from Certificate IV) for improving environmental sustainability outcomes. The Diploma for Beauty Salon Management includes units that address soft skills in human resource related issues.

The inclusion of environmental skills can be found in performance criteria, range statement and stand-alone units.

At the performance criteria level coverage includes:

- capturing environmental work practices:
  - *SIBBFAS201A Demonstrate retail skin care products* - Safely dispose of all treatment waste, to minimise negative environmental impacts according to workplace procedures.
  - *SIBBBOS401A Provide body massage* - Use energy, water and other resources efficiently during preparation and the subsequent treatment process to reduce negative environmental impacts.)
  - *SIBBSPA501A Work in spa therapies* - Ensure the safe disposal of waste according to relevant laws, regulations and workplace policies and procedures
- capturing product knowledge on environmental credentials:
  - *SIBBCCS302A Advise on beauty services* - Evaluate products and services or treatments according to type, environmental impact, client needs, characteristics and price range.
- capturing sustainable decision making:
  - *SIBBCCS405A Develop a treatment plan* - Consider the comparative negative environmental impacts of available products, equipment and services and plan to minimise these when designing treatments.

One of the critical aspects of embedding sustainability values is the implementation of workplace practices which reflect environmental efficiency and protection practices. While these cannot be demanded of an employer, incorporating them into the range statement helps to increase awareness of these important activities.

Examples of range statement coverage includes:

- Workplace policies and procedures may include: environmental controls

Examples in the underpinning knowledge requirements include:

- *SIBBRES201A Research and apply beauty industry information* - Environmental responsibilities of the industry, including waste minimisation and recycling.

The SIB10 Beauty Training Package also includes coverage in stand-alone units. For example, the unit BSBSUS201A Participate in environmentally sustainable work practices is available in all qualifications as an elective unit except in the Diploma of Salon Management and the Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction. The Diploma of Salon Management includes a specific sustainability unit Develop workplace policy and procedures for sustainability as a core requirement.

Contacts

Service Skills Australia
(Service Industries Skills Council Ltd)
GPO Box 4194, SYDNEY NSW 2001
Level 10, 171 Clarence Street, SYDNEY NSW 2000
Telephone: 02 8243 1200
Fax: 02 8243 1299
Email: info@serviceskills.com.au
Web: www.serviceskills.com.au

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook Fourth Edition, 2007. The AQF Implementation Handbook is available on the Australian Qualifications Framework Council (AQFC) website (www.aqf.edu.au)

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

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

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

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

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

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

Certificate I
Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable. Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.
Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:

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

Certificate II
Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.
Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.
Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.
Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:

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

Certificate III
Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.
Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.
Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.
Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:

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

Certificate IV
Characteristics of Learning Outcomes
Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.
Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes
Do the competencies enable an individual with this qualification to:

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

Diploma
Characteristics of Learning Outcomes
Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.
The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.
Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.
The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.
Distinguishing Features of Learning Outcomes
Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements

Service Skills Australia

- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures. The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures. The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

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

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

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

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

Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.

Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in

highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

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

Distinguishing features of learning outcomes

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

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

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

Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.

Further specialisation within a systematic and coherent body of knowledge.

Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
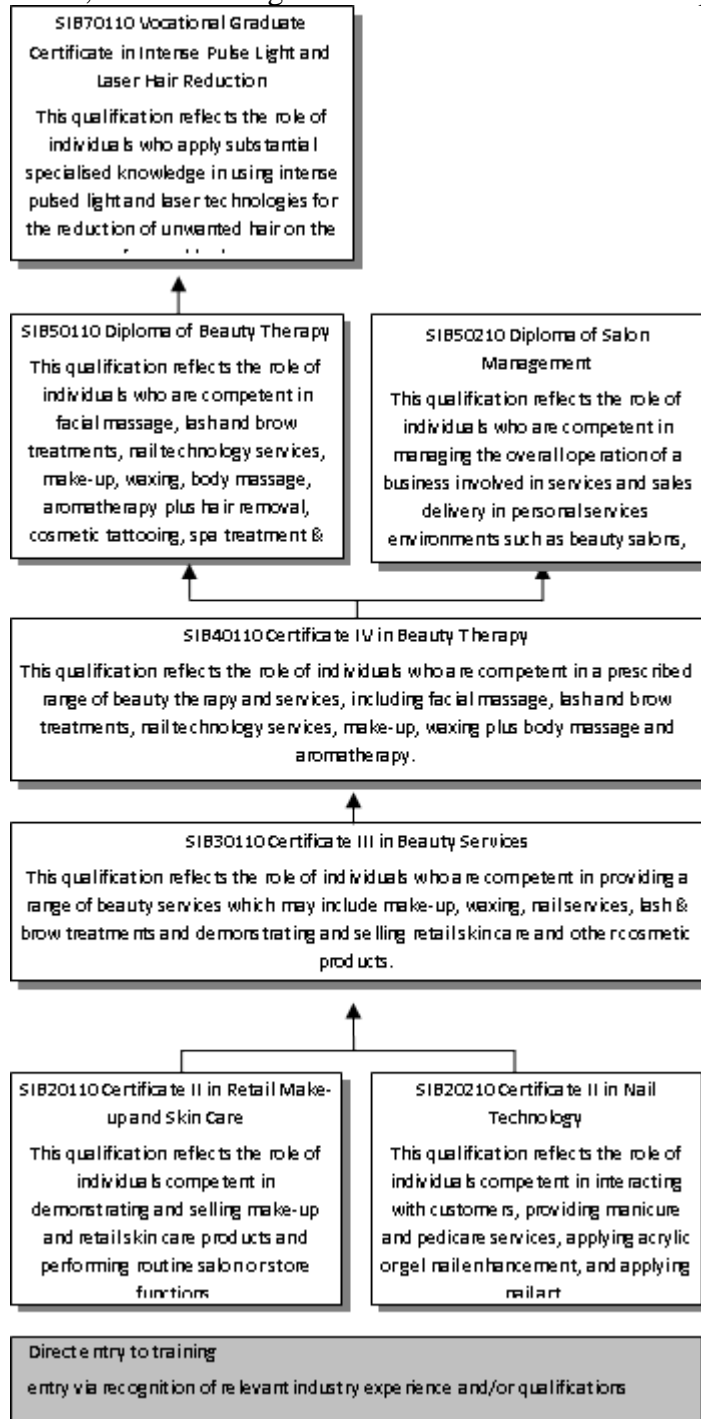
The degree of emphasis on breadth, as opposed to depth, of knowlede and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

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

Beauty Qualification Pathways

The following summary chart provides examples of common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The beauty qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable significant credit transfer between qualifications.

SIB70110 Vocational Graduate Certificate in Intense Pulse Light and Laser Hair Reduction

This qualification reflects the role of individuals who apply substantial specialised knowledge in using intense pulsed light and laser technologies for the reduction of unwanted hair on the

SIB50110 Diploma of Beauty Therapy

This qualification reflects the role of individuals who are competent in facial massage, lash and brow treatments, nail technology services, make-up, waxing, body massage, aromatherapy plus hair removal, cosmetic tattooing, spa treatment &

SIB50210 Diploma of Salon Management

This qualification reflects the role of individuals who are competent in managing the overall operation of a business involved in services and sales delivery in personal services environments such as beauty salons,

SIB40110 Certificate IV in Beauty Therapy

This qualification reflects the role of individuals who are competent in a prescribed range of beauty therapy and services, including facial massage, lash and brow treatments, nail technology services, make-up, waxing plus body massage and aromatherapy.

SIB30110 Certificate III in Beauty Services

This qualification reflects the role of individuals who are competent in providing a range of beauty services which may include make-up, waxing, nail services, lash & brow treatments and demonstrating and selling retail skincare and other cosmetic products.

SIB20110 Certificate II in Retail Make-up and Skin Care

This qualification reflects the role of individuals competent in demonstrating and selling make-up and retail skin care products and performing routine salon or store functions

SIB20210 Certificate II in Nail Technology

This qualification reflects the role of individuals competent in interacting with customers, providing manicure and pedicare services, applying acrylic or gel nail enhancement, and applying nail art

Direct entry to training

entry via recognition of relevant industry experience and/or qualifications

Qualification requirements

An RTO will award a qualification when the required number of competencies, as determined by the packaging rules for the specific qualification, has been demonstrated. If a learner does not complete all of the competencies required for a qualification he/she will receive a Statement of Attainment for the unit/s of competency completed.

Units of competency within each qualification have been categorised as either core or elective. The core units are essential to the qualification. Candidates must also choose the specified number of elective units required for each qualification.

Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIB20110 Certificate II in Retail Make-up and Skin Care	10	5	15
SIB20210 Certificate II in Nail Technology	10	5	15
SIB30110 Certificate III in Beauty Services	9	11	20
SIB40110 Certificate IV in Beauty Therapy	17	8	25
SIB50110 Diploma of Beauty Therapy	22	11	33
SIB50210 Diploma of Salon Management	6	4	10
SIB70110 Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction	5	-	5

Australian Apprenticeship Pathways

The following qualifications are suitable for an Australian Apprenticeship pathway.

Code	Title
SIB20110	Certificate II in Retail Make-up and Skin Care
SIB20210	Certificate II in Nail Technology

Code	Title
SIB30110	Certificate III in Beauty Services
SIB40110	Certificate IV in Beauty Therapy

Skill Sets

Definition

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

Wording on Statements of Attainment

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

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'these competencies meet *[insert skill set title or identified industry area]* need' on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the AQF Implementation Handbook (Fourth Edition, 2007) for advice on wording on Statements of Attainment.

Skill sets in this Training Package

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

Skill Sets

- Skill set name   Cosmetic Tanning
- Skill set name   Small Business Financial Management (imported from BSB07)

Employability skills

Employability skills replacing key competency information from 2006

In May 2005, the approach to incorporate employability skills within Training Package qualifications and units of competency was endorsed.

Background to employability skills

Employability skills are also sometimes referred to as generic skills, capabilities or key competencies. The employability skills discussed here build on the Mayer Committee's key competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEEWR website at: *http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm*.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight employability skills:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how employability skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the employability skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

Employability Skills Framework

The following table contains the employability skills facets identified in the report *Employability Skills for the Future*.

Skill	Facets
	Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that	- listening and understanding

contributes to productive and harmonious relations across employees and customers	• speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	• working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem-solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem-solving that contributes to productive outcomes	• developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem-solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	• adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic	• managing time and priorities – setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions

planning	• adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	• having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An employability skills summary exists for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies.

The following is important information for trainers and assessors about employability skills summaries.

- Employability skills summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability skills summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each employability skills summary will vary depending on the range of job roles covered by the qualification in question.
- Employability skills summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability skills summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.
-

Assessment Guidelines

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *AQTF Essential Conditions and Standards for Continuing Registration - (2010)* (that supersedes AQTF 2007 Essential Standards for Registration), or the newly NQC endorsed set of AQTF Standards entitled *AQTF Essential Conditions and Standards for Initial Registration - (2010)* (devised for training organisations that are new to the training industry).These strengthened Essential Standards for existing RTOs (and the introduction of new Standards for RTOs registering for the first time) subsequently strengthening the AQTF and ensuring that regulators have the necessary tools to protect the interests of all students undertaking Vocational Education and Training in Australia.

The changes to AQTF 2007 Essential Standards for Registration, and which are incorporated

In to AQTF Essential Conditions and Standards for Continuing Registration – (2010) , are as follows:

- The Conditions of Registration have been moved to the front of the Standards to reinforce their importance
- Conditions of Registration will be audited at initial registration. They will also be audited at each renewal of registration in accordance with risk management guidelines.
- Consumer protection has been increased by strengthening the financial management requirements in the condition of registration. These changes will ensure all providers adopt sustainable business practices, reducing the risk of leaving students out of pocket.
- Governance requirements have been strengthened to require senior officers and directors or substantial shareholders to satisfy fit and proper person requirements. Senior management will also have to demonstrate that decision making is informed by the experiences of its trainers and assessors.
- All RTOs will have a student management database that has the capacity to provide the registering body with AVETMISS compliant data. Registering bodies will also become the repository for student records.
- The Standards have been renamed to the AQTF Essential Conditions and Standards for Continuing Registration - (2010) to distinguish them from the new AQTF Essential Standards for Initial Registration - (2010).

The two new Standards (AQTF Essential Conditions and Standards for Continuing Registration - (2010) and AQTF Essential Standards for Initial Registration - (2010) will be collectively known (and referred to) as AQTF 2010.

Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF 2010 requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.
In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in either the AQTF Essential Conditions and Standards for Continuing Registration - (2010) (that supersedes AQTF 2007 Essential Standards for Registration) or the newly NQC endorsed set of AQTF Standards entitled AQTF Essential Conditions and Standards for Initial Registration - (2010).

Based on the strengthened Standards for Continuing Registration, the new AQTF Essential Conditions and Standards for Initial Registration - (2010):

- reflect all the changes to the Essential Standards for Continuing Registration
- require new RTOs to advise regulators of their intended scope of operations (possibly in the form of a business plan) and
- require potential RTOs to provide a financial audit report with their application for initial registration.

Both the AQTF Essential Conditions and Standards for Continuing Registration - (2010)   and the AQTF Essential Conditions and Standards for Initial Registration - (2010) can be downloaded from www.training.com.au>. The following points summarise assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF 2010. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF Essential Conditions and Standards for Continuing Registration - (2010), Standard 1; or AQTF Essential Conditions and Standards for Initial Registration - (2010), Standard 1 (for RTOs that are new to the training industry)**.**

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF Essential Conditions and Standards for Continuing Registration - (2010), Standard 1, for assessor (and trainer) competency requirements; or AQTF Essential Conditions and Standards for Initial Registration - (2010), Standard 1 , for assessor (and trainer) competency requirements (for RTOs that are new to the training industry)**.**

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF Essential Conditions and Standards for Continuing Registration - (2010), Standard 1 or AQTF Essential Conditions and Standards for Initial Registration - (2010), Standard 1 (for RTOs that are new to the training industry).

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF Essential Conditions and Standards for Continuing Registration - (2010), Standard 1 or AQTF Essential Conditions and Standards for Initial Registration - (2010), Standard 1 (for RTOs that are new to the training industry).

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF Essential Conditions and Standards for Continuing Registration - (2010) , Condition of Registration 7 - Recognition of qualifications issued by other RTOs ; or AQTF Essential Conditions and Standards for Initial Registration - (2010), Condition of Registration 7 - Recognition of qualifications issued by other RTOs (for RTOs that are new to the training industry).

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF Essential Conditions and Standards for Continuing Registration - (2010), Standard 2 ; or AQTF Essential Conditions and Standards for Initial Registration - (2010), Standard 2 (for RTOs that are new to the training industry).

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the Essential Standards for Registration. See the AQTF Essential Conditions and Standards for Continuing Registration - (2010) , Standard 3; or AQTF Essential Conditions and Standards for Initial Registration - (2010), Standard 3 (for RTOs that are new to the training industry).

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF Essential Conditions and Standards for Continuing Registration - (2010), Standard 3; or AQTF Essential Conditions and Standards for Initial Registration - (2010), Standard 3 (for RTOs that are new to the training industry).

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF 2010 and the AQF Implementation Handbook—available on the Australian Qualifications Framework Advisory Board (AQFAB) website www.aqf.edu.au.

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

For further information on this topic contact Service Skills Australia at www.serviceskills.com.au

Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

LICENCE/ REGISTRATION	JURISDICTION	REQUIREMENTS
Recognised course presenter	Queensland Health, Radiation Health Unit	The *Radiation Safety Act 1999* requires that assessment occurs as part of an approved radiation safety course. For further information contact Queensland Health , Radiation Health Unit Phone (07) 3328 9987; or alternatively via email at radiation_health@health.qld.gov.au
Recognised radiation safety course	Tasmanian Department of Health and Human Services, Health Physics Branch	The *Radiation Protection Act 2005* requires that assessment occurs as part of an approved radiation safety course. For further information contact Tasmanian Department of Health and Human Services, Health Physics Branch: Phone(03) 6222 7256; or alternatively via email at health.physics@dhs.tas.gov.au

Requirements for Candidates

Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package. The following additional requirements apply to the cosmetic use of laser equipment for hair reduction.

LICENCE/ REGISTRATION	JURISDICTION	REQUIREMENTS
Laser hair reduction	Queensland Health, Radiation Health	The *Radiation Safety Act 1999* requires all persons who use radiation apparatus to hold an appropriate licence issued by the Chief Executive, Queensland Health. For further information contact Queensland Health , Radiation Health Unit Phone (07) 3328 9987; or alternatively via email at radiation_health@health.qld.gov.au
Laser hair reduction	Tasmanian Department of Health and Human Services, Health Physics Branch	The *Radiation Protection Act 2005* requires that radiation sources comply with relevant radiation protection standards. Thus, a licence holder or an applicant for a licence to use a radiation must obtain a certificate of compliance for that radiation source. The *Radiation Protection Act 2005* further requires that places where radiation sources are used and stored must be shown to comply with relevant radiation protection standards. Thus the occupier of a place where radiation sources are to be used and stored requires a certificate of compliance to demonstrate the place meets relevant requirements. For further information contact Tasmanian Department of Health and Human Services, Health Physics Branch: Phone (03) 6222 7256; or alternatively via email at health.physics@dhs.tas.gov.au

Requirements for RTOs

| LICENCE/ REGISTRATION	JURISDICTION	REQUIREMENTS
Laser hair reduction	Queensland Health, Radiation Health	Training providers who wish their radiation safety course to be recognised in Queensland as meeting the requisite knowledge base should apply to Radiation

		Health to have their course approved. For further information contact Queensland Health , Radiation Health Unit Phone (07) 3328 9987; or alternatively via email at radiation_health@health.qld.gov.au
Laser hair reduction	Tasmanian Department of Health and Human Services, Health Physics Branch	The Health Physics Branch provides advice on appropriate radiation safety courses. Training Providers seeking to be recognised should make contact with the Tasmanian Department of Health and Human Services, Health Physics Branch: Phone (03) 6222 7256; or alternatively via email at health.physics@dhs.tas.gov.au

Assessment pathways

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

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

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.
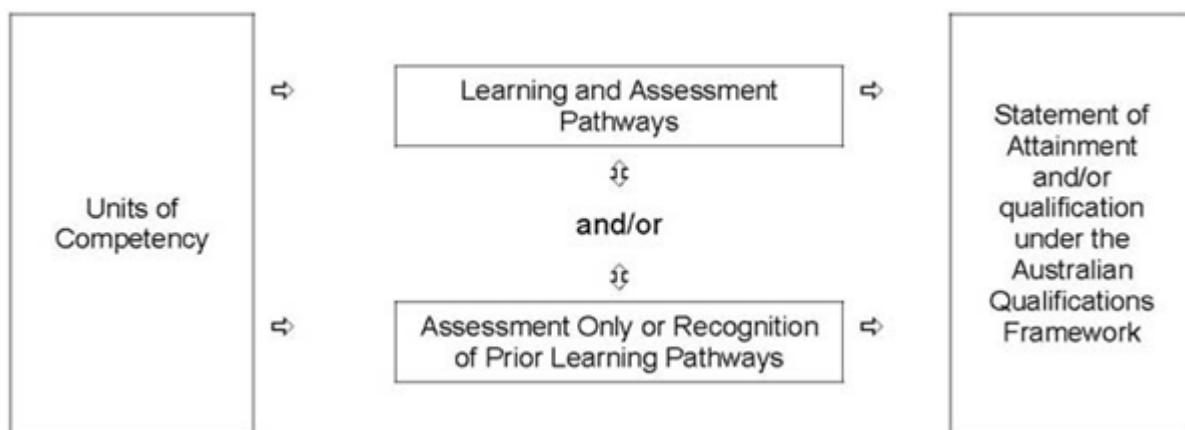
Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF 2010.

Learning and Assessment Pathways

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

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

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

Assessment-Only or Recognition of Prior Learning Pathway

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

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF 2010 must be met (Standard 1).

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

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

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

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

Combination of Pathways

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

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

Assessor Requirements

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

Assessor Competencies

The AQTF 2010 specifies mandatory competency requirements for assessors. Information - (as found in Standard 1, Element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010) follows:

"1.4   Training and assessment is delivered by trainers and assessors who:

a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and

b) have the relevant vocational competencies at least to the level being delivered or assessed, and

c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
d) continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence ."

Information - (as found in Standard 1, Element 1.4 from the AQTF Essential Conditions and Standards for Initial Registration - (2010) (for RTOs that are new to the training industry) - is as follows:

"1.4 The organisation has a defined strategy, procedures and measures to ensure training and assessment services are conducted by trainers and assessors who:
a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
b) have the relevant vocational competencies at least to the level being delivered or assessed, and
c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
d) continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence ."

Beauty industry requirements for AQTF compliance – vocational competence of assessors

All trainers and assessors of the SIB10 Beauty Training Package must meet the requirements of Standard1.4 as determined by the National Quality Council as at time of endorsement, September 2010.

The following are industry expectations of assessors performing assessments from the SIB10 Beauty Training Package

Certificates II, III, IV and Diploma

(i) Hold a nationally recognised beauty qualification, which includes the application of skills and knowledge at least to the level at which they are assessing, plus have gained significant industry experience post achieving the qualification

- for example, a person who meets the criteria for assessing the nails services suite of competency standards, may do so regardless of the AQF level of the qualification at which they will contribute to.

(ii) Comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed. This current knowledge may be developed and demonstrated through:

- participation in relevant industry professional development activities
- conduct of relevant industry projects and research activities
- current and relevant work experience in a commercial environment
- involvement in professional industry networks and memberships
- participation in assessment and/or training activities conducted in the workplace.

Currency of vocational competence is crucial to the success of assessment outcomes for the beauty industry. It ensures that those involved in assessment processes have current industry knowledge, expertise in current operational practice and knowledge of what workplace equipment is currently used so that assessments reflect up to date workplace practice.

Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction

Persons assessing the Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction must demonstrate extensive experience in providing hair reduction services in the beauty or beauty related industry.
In addition, persons assessing the Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction must demonstrate the following:

(i) Evidence of satisfactory completion a laser safety course or radiation safety course as prescribed or recognised in the state or territory where the assessment is occurring.

(ii) Significant experience providing hair reduction treatments using both intense pulsed light (IPL) and laser equipment that, when energised, is capable of emitting an amount of non-ionising radiation higher than the accessible limit for a class 3B laser for the relevant period stated in, and measured in accordance with, the laser standards AS2211 (i.e. a class 4 laser or equivalent in the case of IPL). Verification of use from a colleague or a statement detailing the applicants work history relevant to such use of IPL and laser is suggested.

(iii)   Comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed. This current knowledge may be developed and demonstrated through:

- participation in relevant industry professional development activities
- conduct of relevant industry projects and research activities
- recent and relevant vocational experience in a commercial environment
- involvement in professional industry networks and memberships
- participation in assessment and/or training activities conducted in the workplace
- industry recognised certification
- recognition by the state radiation health authority to deliver training in the use of IPL and laser.

Alternative ways of meeting the requirement to use qualified assessors

OPTIONS	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
Single assessor An individual **assessor** conducts the assessment	An assessor is required to: • hold formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010). • be deemed competent and, hold formal recognition in the specific units of competency from this Training Package, at least to the level being assessed • have experience in workplace application of the specific units of competency they are assessing • demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.
Partnership arrangement An **assessor** works with a **technical expert** to conduct the assessment	An assessor is required to: • hold formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010). • demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts. • communicate and liaise with the technical expert throughout the assessment process • A technical expert shall be a person who: • is deemed competent and, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed • has experience in workplace application of the specific units of competency they are assessing

OPTIONS	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
	• demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed • communicates and liaises with the assessor throughout the assessment process.
Assessment team/panel A team working together to conduct the assessment	Members of an **assessment team or panel** that comprises assessment and industry experience and expertise, work together in the collection of evidence and make judgements about competency. The members of the team must collectively meet the following requirements: • holds formal recognition of competence as per the Standard 1, element 1.4 from the AQTF Essential Conditions and Standards for Registration - (2010). • be deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed • have experience in workplace application of the specific units of competency they are assessing • demonstrates current knowledge of the industry, industry practices, and the job or role against which performance is being assessed. This would be demonstrated through evidence of actual workplace experience within the last two years and one or more of the items below: • attendance at professional development or training and education activities focusing on good practice in the relevant industry competencies • participation in professional or industry networks • demonstrates current knowledge and skill in assessing against this Training Package in a range of contexts • communicate and liaise with all members of the assessment team or panel throughout the assessment process.

Designing Assessment Tools

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

Use of Assessment Tools

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

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

Using Prepared Assessment Tools

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

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2010
- meet the assessment requirements expressed in Standard 1 of the AQTF 2010.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package and the unit of competency TAEASS502A Design and develop assessment tools. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

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

Assessment Requirements

Assessments must meet the criteria set out in the Essential Conditions and Standards for Continuing Registration - (2010).

Information (as found in the mandatory assessment requirements from Standard 1 from the AQTF Essential Conditions and Standards for Continuing Registration – (2010)) - is as follows:

"1.5   Assessment, including Recognition of Prior Learning (RPL):

a)   meets the requirements of the relevant Training Package or accredited course,

b)   is conducted in accordance with the principles of assessment and the rules of evidence,

c)   meets workplace and, where relevant, regulatory requirements, and
d)   is systematically validated."

Information -(as found in the mandatory assessment requirements from Standard 1 from the AQTF Essential Conditions and Standards for Initial Registration - (2010) (for RTOs that are new to the training industry) - is as follows:

"1.5 The organisation has a defined strategy and procedures in place to ensure that assessment, including RPL:

a)   will meet the requirements of the relevant Training Package or accredited course,

b)   will be conducted in accordance with the principles of assessment and the rules of evidence,

c)   will meet workplace and, where relevant, regulatory requirements, and
d)   is systematically validated."

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.
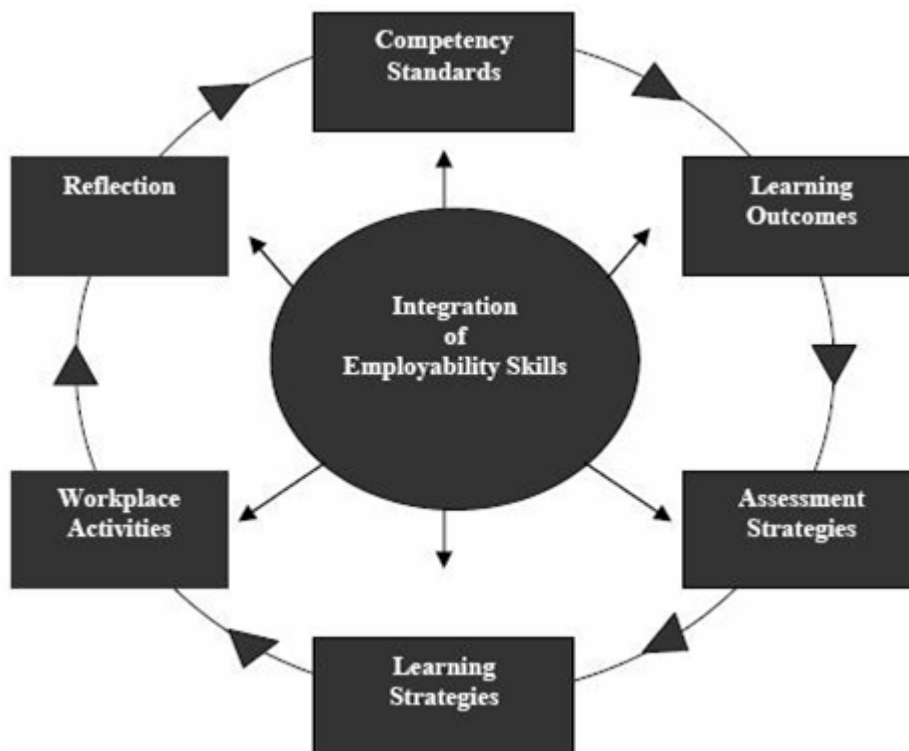
Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in SIB10 Beauty Training Packages go to the Service Skills Australia website at www.serviceskills.com.au.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

See Part 1, Chapter 1.9 of the Training Package Development Handbook (DEEWR, March 2010) for more information on reasonable adjustment, including examples of adjustments.

Assessment in the beauty industry

To ensure valid and reliable assessment for the Training Package units of competency, a range of requirement must be met. The following table is a summary of these requirements. Further detail for individual units of competency is available within the evidence guide of each unit.

Summary of assessment requirements	
Context of and specific resources for assessment	Industry places premium value on graduates who are ready to work in their businesses because they have been exposed to industry environments using workplace equipment and documents which are currently used within industry. The beauty industry has determined specific assessment environments and the equipment , resources, workplace documentation (e.g. product information) and customer traffic required for these environments. These are detailed in the 'Context of and specific resources' section in each unit of competency. While assessment of the units of competency in the Beauty Training Package can be undertaken in a simulated workplace environment, the industry recommends that assessment is conducted in the workplace, wherever possible. In all cases, competency must be demonstrated in the appropriate assessment environment as specified in each unit of competency.
Simulated assessment environments and activities	Wherever a simulated assessment is conducted it is vital that the assessment environment is as industry realistic as possible. It is essential that assessment is conducted using suitable resources and equipment and under industry-relevant conditions as close to a real work situation as possible. This involves: • appropriate environments as specified in the 'Context of and specific resources for assessment' section within each unit of competency • adequate numbers of up-to-date equipment and technology that is currently used within industry and would be generally available in a modern beauty business • appropriate workplace documents which are currently used in industry and would generally be available in a modern beauty salon business. This might include policies, procedures, product manuals and job specifications.

Summary of assessment requirements	
	• a diverse, comprehensive and commercially realistic product range of products and equipment • sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple beauty sales, service, operational, design or construcion tasks simultaneously • working with with multiple and varied team members, supervisors, managers and customers, including difficult ones • speed, timing and productivity for tasks typical of a commercial operation • dealing with multiple and varied problems and prioritisng competing tasks in given timeframes • interruptions to work typical of the workplace • integration of multiple competencies which a candidate would naturally complete simultaneously as part of their job function.
Integrated assessment	Within each qualification there are units of competency which are interrelated and which a candidate would naturally complete simultaneously as part of their job function. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. This integrated approach to assessment brings together a number of units of competency that reflect actual workplace practices, and the assessor should design integrated assessment activities to collect evidence for a number of units together. All units, in the Methods of Assessment section, recommend a range of related units which can be grouped together for integrated assessment. However, any units that relate to a job function can be combined into an integrated assessment. It is important that the assessor clearly identifies units of competency that can be combined to ensure an efficient and effective assessment process. Units of competency can be grouped in a number of combinations and how this is achieved will depend on the candidate's job function. Additionally, elements, performance criteria and employability skills should be drawn together in an integrated manner and appropriate assessment methodologies chosen. As a general principle the beauty industry supports the integration of units of competency for both delivery and assessment as this

Summary of assessment requirements	
	reflects real work practices. It is important that this integration of units is based on and supports the needs of individual businesses and job functions, not necessarily on the preferences of RTOs.
Prerequisite requirements at unit of competency level	A unit of competence describes an individual skill but rarely do people perform one skill at a time. Rather, many skills are combined on a day to day basis in the workplace as part of work processes. This does not mean that each skill, described by a unit of comptence, is a prerequisite to another. They are conjunctive skills and this should be taken into account when sequencing training and assessment. Holistic assessment of conjunctive skills is recommended in the Methods of Assessment statements within each Evidence guide. A prerequisite requirement, at unit of competency level, means that it is necessary to develop a primary skill and the required knowledge before progressing to another. Prerequisites have been kept to a minimum in this package because: • the beauty industry does not wish to create unnecessary barriers to the sequencing of training and assessment • there are only a few beauty skills that must be achieved before higher order skills can be developed Individual prerequisite requirements, where they apply, are specified within the unit of competency and a summary of all prerequisite requirements is included in the preliminary information section of this Training Package. The existence of a prerequisite does not necessarily mean that training or assessment has to be fully completed before starting on the secondary unit. An integrated approach can be helpful both when using formative assessment strategies and to the sequencing of training and asssessment. However, to satisfy formal requirements the prerequisite unit must be signed off prior to the secondary unit.
Evidence required for demonstration of consistent performance	For valid and reliable assessment, evidence should be gathered through a range of methods, on multiple occasions, cover a diversity of products and circumstances and over a period of time to indicate consistent performance and ability to respond to different situations and product requirements. This is particularly relevant when using direct observation as a method. Workplace managers, supervisors, mentors or coaches can work in partnership with any off-site assessor to ensure that evidence of consistent demonstration of competency is collected.

Summary of assessment requirements	
Involvement of the candidate	The individual being assessed needs to be part of the planning, conduct and review of the assessment process and needs to be aware that the collection of evidence is ongoing.
Assessment methods	All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, review of completed workplace documents, projects and role-plays.
Assessing employability skills	Employability skills are integral to effective performance in the workplace. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in each unit should be assessed holistically with other relevant skills and knowledge that make up the unit. They should be assessed in the context of the particular skill set or qualification and in the context of the job role.

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

These units have been identified on the basis of:

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

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

- Units that may be delivered and assessed in a real **workplace and/or simulated environment** (refer to the following table – next page/s).
- Units that are not suitable for delivery or assessment in a work environment, and should therefore only be delivered and assessed in a **simulated environment** (refer to the following table – next page/s).
- Further detail for individual units of competency is available within the Evidence Guides of each unit

Unit code	Unit name	Workplace environment	Simulated environment
SIBXCCS201A	Conduct financial transactions	✓	✓
SIBXCCS202A	Provide service to clients	✓	✓
SIBXFAS201A	Design and apply make-up	✓	✓
SIBXFAS202A	Design and apply make-up for photography	✓	✓
SIBXPSM501A	Lead teams in a personal services environment	✓	✓
SIBXPSM502A	Manage treatment services and sales delivery	✓	✓
SIBXPSM503A	Promote a personal services business	✓	✓
SIBXRES501A	Investigate new products and services	✓	✓
SIBBBOS401A	Perform body massage	✓	✓
SIBBBOS402A	Provide body treatments	✓	✓
SIBBBOS403A	Perform aromatherapy massage	✓	✓
SIBBBOS504A	Apply aromatic plant oil chemistry to beauty treatments	✓	✓
SIBBBOS505A	Blend and apply a range of aromatic plant oils for beauty treatments	✓	✓
SIBBBOS506A	Use reflexology relaxation techniques in beauty treatments	✓	✓
SIBBCCS301A	Apply the principles of skin biology to beauty treatments	✓	✓
SIBBCCS302A	Advise on beauty services	✓	✓
SIBBCCS403A	Recognise body structures and systems in a beauty therapy context	✓	✓
SIBBCCS404A	Work in a skin therapies framework	✓	✓
SIBBCCS405A	Develop treatment plans	✓	✓

Unit code	Unit name	Workplace environment	Simulated environment
SIBBCCS406A	Use electricity in beauty therapy treatments	✓	✓
SIBBCCS407A	Interpret the chemical composition and physical actions of cosmetic products	✓	✓
SIBBCCS408A	Promote healthy nutritional options in a beauty therapy context	✓	✓
SIBBFAS201A	Demonstrate retail skin care products	✓	✓
SIBBFAS302A	Provide lash and brow treatments	✓	✓
SIBBFAS303A	Design and apply remedial camouflage make-up	✓	✓
SIBBFAS404A	Provide facial treatments	✓	✓
SIBBFAS405A	Provide advanced facial treatments	✓	✓
SIBBHRS301A	Perform waxing treatments		✓
SIBBHRS502A	Perform female intimate waxing treatments		✓
SIBBHRS503A	Perform male intimate waxing treatments		✓
SIBBHRS504A	Provide electrolysis treatments	✓	✓
SIBBHRS705A	Apply intense pulsed light and laser safety protocols		✓
SIBBHRS706A	Design intense pulsed light and laser hair reduction treatment programs	✓	✓
SIBBHRS707A	Provide intense pulsed light and laser hair reduction treatments		✓
SIBBNLS201A	Work in a nail services framework	✓	✓
SIBBNLS202A	Provide manicure and pedicare services	✓	✓
SIBBNLS203A	Apply ultraviolet gel nail	✓	✓

Unit code	Unit name	Workplace environment	Simulated environment
	enhancement		
SIBBNLS204A	Apply acrylic nail enhancement	✔	✔
SIBBNLS205A	Apply nail art	✔	✔
SIBBNLS206A	Use electric file equipment for nails	✔	✔
SIBBNLS207A	Apply advanced nail art	✔	✔
SIBBRES201A	Research and apply beauty industry information	✔	✔
SIBBRES702A	Investigate developments in cosmetic treatments using light or laser systems	✔	✔
SIBBSKS201A	Pierce ears	✔	✔
SIBBSKS302A	Apply cosmetic tanning products		✔
SIBBSKS503A	Provide diathermy treatments		✔
SIBBSKS504A	Design and perform cosmetic tattooing		✔
SIBBSKS505A	Provide upper body piercing		✔
SIBBSKS506A	Apply micro-dermabrasion to improve skin appearance		✔
SIBBSPA501A	Work in a spa therapies framework	✔	✔
SIBBSPA502A	Plan spa programs	✔	✔
SIBBSPA503A	Provide spa therapies	✔	✔
SIBBSPA504A	Provide stone therapy massage	✔	✔
SIBBSPA505A	Provide Indian head massage for relaxation	✔	✔

Simulated Work Environment

A simulated work environment may be required for the following reasons:

- the learner may not have access to a workplace
- the workplace may not use the relevant skill, equipment or process
- conducting assessments may be disruptive or interfere with work requirements, e.g. there may be ethical, privacy or confidentiality issues to consider
- it may not be appropriate to apply the skills in the workplace due to potential risks such as client privacy, health and safety, or equipment being damaged.

In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience.

It is critical that when a simulated work environment is being set up, the assessor is thoroughly familiar with the competency standard as well as experienced in the current circumstances and environment of the workplace.

In deciding whether a simulation or an assessment environment has been adequately set up, the following criteria must be applied. Does the simulated environment:

- provide access to the full range of up-to-date equipment and software that would generally be available in a modern working beauty industry service environment; and meet the equipment requirements described in the relevant unit or units being assessed;
- operate a fully functional reception area with a client booking and records system where candidates are able to make new and repeat appointments with clients through telephone or face-to-face contact, establish and update client records, maintain a retail display area and promote and sell beauty products that are available for purchase;
- provide sufficient client traffic that accurately reflects the complexity of the role and allows learners/candidates to deal with multiple services and tasks simultaneously;
- require that learners/candidates provide services within timeframes that reflect accepted industry service times;
- involve learners/candidates in prioritising competing tasks;
- allow learners/candidates to deal with clients, including difficult ones;
- require learners/candidates to work with others in a team, which may include, apprentices, beauty therapists, nail technicians, receptionists, supervisors and managers;
- provide a range of beauty skills and services to the public as defined in SIB10 Beauty Training Package.

Individual units of competency include, where relevant, an identification of the specific environment required for assessment. In addition to the broad requirements specified above, assessment in these environments will require a range of equipment and resources specific to the industry context.

The following list provides details of the resources and equipment requirements for each of the assessment environments specified within each unit of competency. Additional resource requirements may apply for specific units of competency; these are listed within the units.

- Each simulated environment should include the follow relevant workplace documentation:
- manufacturer's equipment instructions
- product instructions
- manufacturer safety data sheets
- workplace policies and procedures manuals

Requirements for the following environments are detailed below:

- client reception and sales
- body treatments
- facial treatments
- IPL and Laser treatments
- make-up services
- nails services
- skin penetration services
- spa services
- cosmetic tanning
- waxing treatments.

Additional advice

Individual client workstation
An individual client workstation creates an intimate physical environment where the operator can interact with the client on a one-to-one basis. A sense of privacy may be simulated through the use of draping, candles, lighting, music, curtaining, temporary or permanent screening and so forth.

Beauty Environments

Client reception and sales

Fixtures and large equipment

- reception desk
- retail display area

Small equipment

- point-of-sale system, including credit card and EFTPOS facilities
- computer with salon software booking system

Body treatments and skin services

Fixtures and large equipment

Body treatments and skin services

- adjustable massage couches with safe working access for operator and equipment at head, foot and each side.

- electricity supply access to each body treatments workstation.

Small equipment

- magnifying lamps
- high frequency - direct and indirect current
- brush machines
- trolleys

- steamer or vapourzone
- micro-dermabrasion unit
- towels
- client gowns
- client covers

Facial treatments

Fixtures and large equipment

- adjustable facial couches with equipment and operator safe working access at head and each side.

- electricity supply access to each facial treatments workstation.

Small equipment

- small wax pots (hot)
- magnifying lamps
- direct high frequency
- brush machine

- trolleys
- steamer or vapourzone
- micro current

IPL and laser

Premises

IPL and laser

- Radiation warning signs:
- all entrances must display a warning sign in accordance with AS/NZS 2211.1
- all access doors must have a visible warning sign which illuminates when the laser is in use; and
- a warning which includes the following information
- warning
- laser in operation
- do not enter when light above door is illuminated.

- For premises in which lasers other than carbon dioxide lasers are used, non flammable screens must be fitted inside any windows to protect a person outside the window from non ionizing radiation levels greater than the maximum permissible exposure from radiation.
- Ventilation designed to ensure that infective agents are not passed downstream in the air handling/ exhaust system.
- Fire extinguishing equipment such as fire extinguishers, fire blankets and wet cloth drapes; must be available in the laser treatment area.

Equipment

Laser and IPL equipment that is classified as "Class 4" . This means equipment which emits access to laser radiation in excess of the accessible emission limits in Table 4 for class 3B of the Australian/New Zealand Standard *Laser Safety Part 1: Equipment classification, requirements and user's guide* AS/NZS 2211:1997

IPL Treatments

- IPL equipment that must have one or more of the following characteristics
- programmable
- manual
- multiple pulsed shots
- single pulsed shots
- chilled sapphire head
- one or minimal choice of filters
- multiple filters

Laser treatments

- One or more of the following types of equipment:
- Normal Mode Alexandrite Laser
- Ruby Laser
- Diode Laser
- Nd Yag Laser

General Equipment

- adjustable treatment couches with equipment and operator safe working access at head and each side

- magnifying light
- eye protection equipment for clients and operators
- operator masks

Make-up Services

Fixtures and large equipment

- adjustable make-up chairs
- make up studio lighting

Small equipment

- magnifying mirror
- trolleys

Nail Services Area

Fixtures and large equipment

- nail tables
- an effective nail fumes extraction system

Small equipment

- nail table lamps
- UV light lamps
- electric nail file

Skin Penetration Services Area

Fixtures and large equipment

- adjustable treatment couches with equipment and operator safe working access at head, foot and each side
- electricity supply access to each facial treatments workstation.

Small equipment

- All small equipment e.g. tweezers, must be sterilised. This may be achieve through the use of an autoclave or pre-sterilised equipment
- Appropriate cleaning and disinfection products and equipment that comply with local health regulations
- Personal protective equipment including disposable gloves

Electrolysis

- thermolysis
- galvanic
- direct and alternating blend current
- magnifying lamp
- disposable probes

Diathermy

- high frequency equipment
- blend current equipment
- disposable probes
- disposable swabs

Cosmetic Tattooing

- cosmetic tattoo machines
- multiple disposable needles suitable for a variety of body areas
- needle caps

Upper body piercing

- needles
- needle acceptor tubes
- calipers
- forceps

Skin Penetration Services Area

- colour pigment holders
- 10 colour pigments
- topical anaesthetic cream
- disposable towels
- disposable mouth guards

- ball holding tweezers
- ring opening/closing pliers
- iris scissors
- body jewellery

-

Ear Piercing

- an adjustable client chair
- professional ear piercing guns
- a range of studs appropriate to the ear piercing guns
- antiseptic and remedial aftercare products

Spa Services Area

Fixtures and large equipment

Dry room treatments

- adjustable massage couches with safe working access for operator and equipment at head, foot and each side
- electricity supply access to each spa treatments workstation

Wet room treatments

- individual wet treatment rooms
- shared wet areas.
- steam
- hydro tub
- Vichy shower or wet table or spa capsule.

Small equipment

Stone therapies

- a thermostatically controlled stone heating unit
- a full thermal stone set with a range of shapes and sizes for various body areas
- a thermometer for checking stone temperature

Cosmetic Tanning

Fixtures and large equipment

- private spray booth areas with filtered overspray ventilation
- *Small equipment*

- professional spray tanning guns
- a compressor or multiple compressors of a suitable capacity to service all spray guns simultaneously

Waxing treatments area

Fixtures and large equipment

- adjustable treatment couches with equipment and operator safe working access at head, foot and each side
- stable wax pot bench area with electricity supply

Small equipment

- magnifying lamps
- wax pot (hot)
- wax pot (cold)
- goggles
- trolleys.

Assessment of imported units of competency

The SIB10 Beauty Training Package includes a number of units of competency imported from other endorsed Training Packages. These units must be assessed according to the assessment guidelines of this training package. Where the assessment of imported units of competency involves any special licensing or regulatory requirements, only the *relevant extract* from the Assessment Guidelines of the originating training package is applicable. Where any other special conditions apply to the assessment of imported units of competency, advice is included in the Assessment Guidelines requiring readers to check the Assessment Guidelines of the originating Training Package by accessing the National Training Information Service (NTIS) or a hard copy.

For guidance on assessment of imported units of competency, check the Assessment Guidelines of the originating Training Package by referring to a hard copy, or accessing the National Training Information Service (NTIS) at *www.ntis.gov.au*

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

Contacts

Service Skills Australia
(Service Industries Skills Council Ltd)
GPO Box 4194, Sydney NSW 2001
Level 10, 171 Clarence Street, Sydney NSW 2000
Telephone: +61 2 8243 1200
Fax: +61 2 8243 1299
Email: info@serviceskills.com.au
Web: **www.serviceskills.com.au**

Technical and Vocational Education and Training (TVET) Australia Limited
Level 21 & 22, 390 St Kilda Road, Melbourne VIC 3004
PO Box 12211, A'Beckett Street Post Office, Melbourne VIC 8006
Telephone: +61 3 9832 8100
Fax: +61 3 9832 8198
Email: sales@tvetaustralia.com.au
Web: www.tvetaustralia.com.au

For information on the TAE10 Training and Assessment Training Package contact:
Innovation & Business Skills Australia
Level 11, 176 Wellington Parade, East Melbourne VIC 3002
Telephone: +61 3 9815 7000
Facsimile: +61 3 9815 7001
Email: virtual@ibsa.org.au
Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, fourth Edition. Australian Qualifications Framework Council, 2007, www.aqf.edu.au
Australian Quality Training Framework 2010 (AQTF 2010) - for information and resources go to <www.training.com.au >
AQTF *Essential Conditions and Standards for Continuing Registration - (2010) and* AQTF Essential Conditions and Standards for Initial Registration - (2010). Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration
AQTF *Users Guide to the Essential Conditions and Standards for Registration - (2010)*
A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.
AQTF *Users Guide to the Essential Conditions and Standards for Initial Registration - (2010)*

This guide will help entities applying for registration as a registered training organisation (RTO) to interpret the AQTF Essential Conditions and Standards for Initial Registration – (2010).

AQTF 2007 *Standards for Accredited Courses*. State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAE10 Training and Education Training Package. This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au

Training Package Development Handbook (DEEWR, March 2010). Can be downloaded from http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/default.aspx

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by the Department of Education, Employment and Workplace Relations, and made up of 10 separate titles, as at www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

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

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

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, Designing Tests - Guidelines for designing knowledge based tests for Training Packages.

Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, A self-directed learning program, NSW TAFE.

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

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

Assessor Training

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

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

Australian Training Products Ltd Assessment and Workplace Training, Training Package - Toolbox, ATPL Melbourne (available from TVET).

Green, M, et al. 1997, Key competencies professional development Package, Department for Education and Children's Services, South Australia.

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

Assessment System Design and Management

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

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

Competency Standards

What is competency?

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

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

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

Contextualisation of units of competency by RTOs

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

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

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

Components of units of competency

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

Unit title

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

Unit descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency and any licensing requirements.

Employability skills statement

A standard employability skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite units (optional)

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

Application of the unit

This subsection fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency field (optional)

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

Sector (optional)

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

Elements of competency

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

Performance criteria

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

Required skills and knowledge

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

Range statement

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

Evidence guide

The evidence guide is critical in assessment as it provides information to the RTO and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context.

The evidence guide describes:

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

Employability skills in units of competency

The detail and application of employability skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of employability skills which are incorporated into the relevant units of competency and qualifications.

Employability skills are not a discrete requirement contained in units of competency (as was the case with key competencies). Employability skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine employability skills requirements.

How employability skills relate to the key competencies

The eight nationally agreed employability skills now replace the seven key competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of employability skills may find the following comparison useful.

Employability skills	Mayer key competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams

Employability skills	Mayer key competencies
Problem-solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of employability skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding employability skills in units of competency

This Training Package seeks to ensure that industry-endorsed employability skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability skills must be both explicit and embedded within units of competency. This means that employability skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to employability skills.

This Training Package also seeks to ensure that employability skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

The following table contains examples of embedded employability skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Unit component	Example of embedded employability skill
Unit title	Give formal presentations and take part in meetings. (communication)
Unit descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (initiative and enterprise)
Element	Proactively resolve issues. (problem-solving)
Performance criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (planning and organising)
Range statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required skills and knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. (learning)
	Work collaboratively with others during a fire emergency. (teamwork)
	Instructions, procedures and other information relevant the maintenance of vessel and port security. (communication)
Evidence guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to:
	• assess response options to identified crime-prevention needs and determine the optimal action to be implemented
	• in consultation with relevant others, design an initiative to address identified issues. (initiative and enterprise).

Suggested AQF packaging of Beauty and Cross-sector units of competency

Appendix: Suggested AQF packaging of Beauty and Cross-sector units of competency

Although individual units of competency are not aligned to the AQF, the following table provides advice on the appropriate packaging of Beauty units of competency in AQF qualifications from other Training Packages.

Where no AQF qualification is identified for a given unit, the unit is not suitable for importing into another Training Package.

In the table below, the symbols :

I	II	III	IV	Dip	VGC

represent Certificate I, Certificate II, Certificate III, Certificate IV, Diploma and Vocational Graduate Certificate – respectively.

Unit		Suggested AQF packaging					
		I	II	III	IV	Dip	VGC
Cross-Sector units							
SIBXCCS201A	Conduct financial transactions		✓	✓	✓	✓	
SIBXCCS202A	Provide service to clients		✓	✓	✓	✓	
SIBXFAS201A	Design and apply make-up		✓	✓	✓	✓	
SIBXFAS202A	Design and apply make-up for photography		✓	✓	✓	✓	
SIBXPSM501A	Lead teams in a personal services environment					✓	
SIBXPSM502A	Manage treatment services and sales delivery					✓	
SIBXPSM503A	Promote a personal services business					✓	
SIBXRES501A	Investigate new products and services					✓	

Unit		Suggested AQF packaging					
		I	II	III	IV	Dip	VGC
Beauty Units							
Body Services							
SIBBBOS401 A	Perform body massage				✓	✓	
SIBBBOS402 A	Provide body treatments				✓	✓	
SIBBBOS403 A	Perform aromatherapy massage				✓	✓	
SIBBBOS504 A	Apply aromatic plant oil chemistry to beauty treatments					✓	
SIBBBOS505 A	Blend and apply a range of aromatic plant oils for beauty treatments					✓	
SIBBBOS506 A	Use reflexology relaxation techniques in beauty treatments					✓	
Client Services							
SIBBCCS301 A	Apply the principles of skin biology to beauty treatments			✓	✓	✓	
SIBBCCS302 A	Advise on beauty services			✓	✓	✓	
SIBBCCS403 A	Recognise body structures and systems in a beauty therapy context				✓	✓	
SIBBCCS404 A	Work in a skin therapies framework				✓	✓	
SIBBCCS405 A	Develop treatment plans				✓	✓	
SIBBCCS406 A	Use electricity in beauty therapy treatments				✓	✓	

Unit		Suggested AQF packaging					
		I	II	III	IV	Dip	VGC
SIBBCCS407 A	Interpret the chemical composition and physical actions of cosmetic products				✓	✓	
SIBBCCS408 A	Promote healthy nutritional options in a beauty therapy context				✓	✓	
Facial Services							
SIBBFAS201 A	Demonstrate retail skin care products		✓	✓	✓		
SIBBFAS302 A	Provide lash and brow treatments			✓	✓	✓	
SIBBFAS303 A	Design and apply remedial camouflage make-up			✓	✓	✓	
SIBBFAS404 A	Provide facial treatments				✓	✓	
SIBBFAS405 A	Provide advanced facial treatments				✓	✓	
Hair Reduction Services							
SIBBHRS301 A	Perform waxing treatments			✓	✓	✓	
SIBBHRS502 A	Perform female intimate waxing treatments					✓	
SIBBHRS503 A	Perform male intimate waxing treatments					✓	
SIBBHRS504 A	Provide electrolysis treatments					✓	
SIBBHRS705 A	Apply intense pulsed light and laser safety protocols						✓
SIBBHRS706 A	Design intense pulsed light and laser hair reduction treatment programs						✓

Unit		Suggested AQF packaging					
		I	**II**	**III**	**IV**	**Dip**	**VGC**
SIBBHRS707A	Provide intense pulsed light and laser hair reduction treatments						✓
Nail Services							
SIBBNLS201A	Work in a nail services framework		✓	✓	✓	✓	
SIBBNLS202A	Provide manicure and pedicare services		✓	✓	✓	✓	
SIBBNLS203A	Apply ultraviolet gel nail enhancement		✓	✓	✓		
SIBBNLS204A	Apply acrylic nail enhancement		✓	✓	✓		
SIBBNLS205A	Apply nail art		✓	✓	✓		
SIBBNLS206A	Use electric file equipment for nails		✓	✓	✓		
SIBBNLS207A	Apply advanced nail art		✓	✓	✓		
Research							
SIBBRES201A	Research and apply beauty industry information			✓	✓		
SIBBRES702A	Investigate developments in cosmetic treatments using light or laser systems						✓
Skin Services							
SIBBSKS201A	Pierce ears		✓	✓			
SIBBSKS302A	Apply cosmetic tanning products			✓	✓		
SIBBSKS503	Provide diathermy					✓	

Unit		Suggested AQF packaging					
		I	II	III	IV	Dip	VGC
A	treatments						
SIBBSKS504 A	Design and perform cosmetic tattooing					✓	
SIBBSKS505 A	Provide upper body piercing					✓	
SIBBSKS506 A	Apply micro-dermabrasion to improve skin appearance					✓	
Spa Services							
SIBBSPA501 A	Work in a spa therapies framework					✓	
SIBBSPA502 A	Plan spa programs					✓	
SIBBSPA503 A	Provide spa therapies					✓	
SIBBSPA504 A	Provide stone therapy massage					✓	
SIBBSPA505 A	Provide Indian head massage for relaxation					✓	

     Service Skills Australia