Australian Government

SIB10 Beauty Training Package

Release: 1.2

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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

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Preliminary information

Important note to users

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

Check the version number before commencing training or assessment

This Training Package is Version **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

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Version	Release Date	Comments
		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.

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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		

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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

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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		

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Unit Code	Unit Title	Prerequisite Units
SIBBNLS201A	Work in a nail services framework	Nil
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

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Unit Code	Unit Title	Prerequisite Units
Spa Services		
SIBBSPA501A	Work in a spa therapies framework	Nil
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

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Code	Title	Origin
BSBSMB403A	Market the small business	BSB07 Business Services
BSBSMB404A	Undertake small business planning	BSB07 Business Services
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

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Code	Title	Origin
SIRXICT001A	Operate retail technology	SIR07 Retail Services
SIRXIND001A	Work effectively in a retail environment	SIR07 Retail Services
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

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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.

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Code and Title	Relates to	Nature of Relationship
Nil	WRB30204 Certificate III in Nail Technology	Deleted and no equivalent in SIB10.
SIB40110 Certificate IV in Beauty Therapy	WRB40105 Certificate IV in Beauty Therapy	SIB40110 replaces WRB40105 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 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.

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

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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	WRBCS513B Investigate new products and services	**E** Updated and equivalent to

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Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
and services		WRBCS513B
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	WRBCS305A Apply knowledge of skin biology to	**E** Updated and equivalent to

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Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
to beauty treatments	beauty treatments	WRBCS305A
SIBBCCS302A Advise on beauty services	WRBCS306B Advise on beauty services	**E** Updated and equivalent to 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

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Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
		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 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	New unit	**N**

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Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
intense pulsed light and laser hair reduction treatment programs		No equivalent in WRB04
SIBBHRS707A Provide intense pulsed light and laser hair reduction treatments	New unit	**N** No equivalent in WRB04
Nail Services		
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	WRBCS202A Apply	**E**

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Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
and apply beauty industry information	techniques to update beauty industry knowledge	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
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

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

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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

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SIB10 Unit code and title	**Related units in previous Training Package WRB04**	**Nature of Relationship** **E = equivalent** **N = not equivalent**
BSBRES401A Analyse and present research information	BSBEBUS301A	**N** Deleted and merged with BSBEBUS401A Conduct online research into BSBRES401A 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	None	**N**

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SIB10 Unit code and title	**Related units in previous Training Package WRB04**	**Nature of Relationship** **E = equivalent** **N = not equivalent**
Participate in environmentally sustainable work practices		New unit- No equivalent in WRB04
BSBSUS501A Develop workplace policy and procedures for sustainability	None	**N** New unit- No equivalent in WRB04
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	WRRCS1B Communicate in the workplace	N Unit based on WRRCS1B but

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SIB10 Unit code and title	Related units in previous Training Package WRB04	Nature of Relationship E = equivalent N = not equivalent
workplace		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 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	WRRI1B Perform stock	**E**

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SIB10 Unit code and title	**Related units in previous Training Package WRB04**	**Nature of Relationship** **E = equivalent** **N = not equivalent**
Perform stock control procedures	control procedures	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.
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

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SIB10 Unit code and title	**Related units in previous Training Package WRB04**	**Nature of Relationship** **E = equivalent** **N = not equivalent**
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 Provide work skill instruction	TAADEL301C Provide training through instruction and demonstration of work skills	**E** 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

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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.

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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?

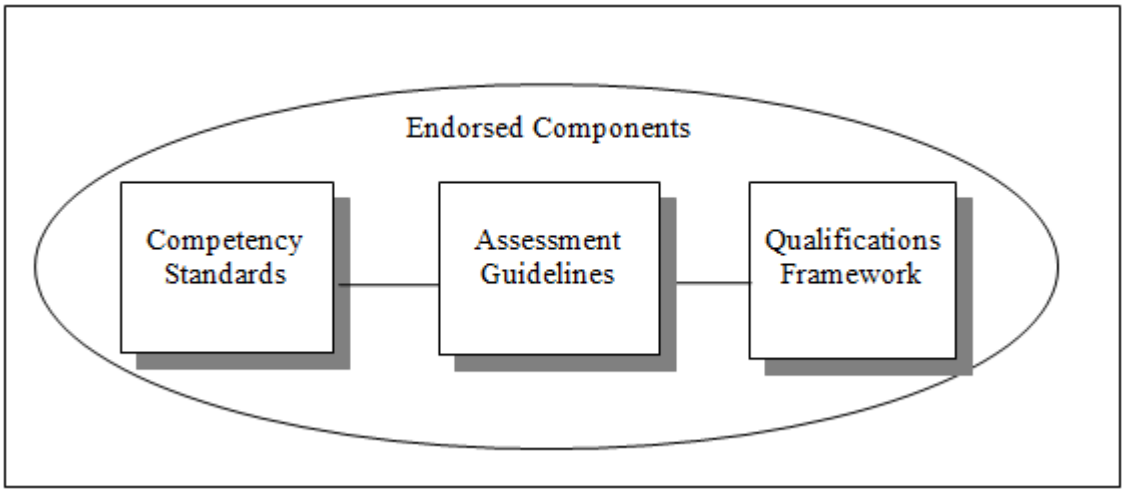
Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF 2010.

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.



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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.

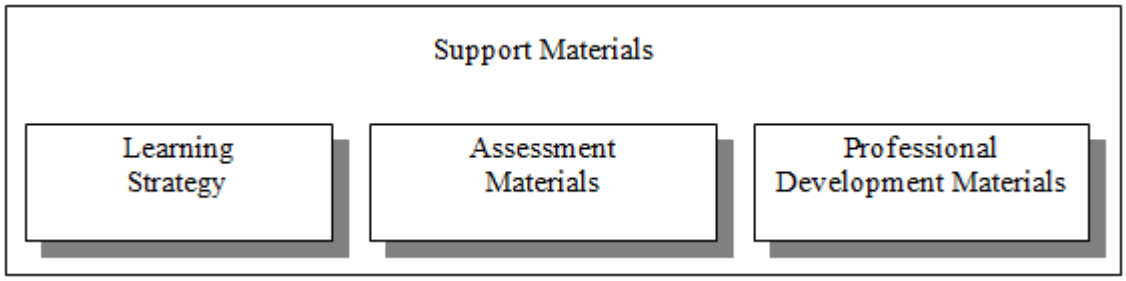
Qualifications Framework

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.



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

Where such materials have been quality assured through a process of 'noting' by the NTQC, they display the following official logo. Noted support materials are listed on the 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:

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- 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**	**Sector – 1 alpha B= Beauty**	**Functional area/field – 3 alpha**	**AQF level at which the unit is**	**First unit in the numerical**	**Version identifier – 1 alpha**

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	alpha	**X = Cross Sector**		**first packaged**	**sequence for the functional area – 2 digit**	
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:

- 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.

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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:

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- 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.

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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.

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- 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

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  - 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.

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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:

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- 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.

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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.

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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.

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Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook 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.

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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

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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

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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

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- 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
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations

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- 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

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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.

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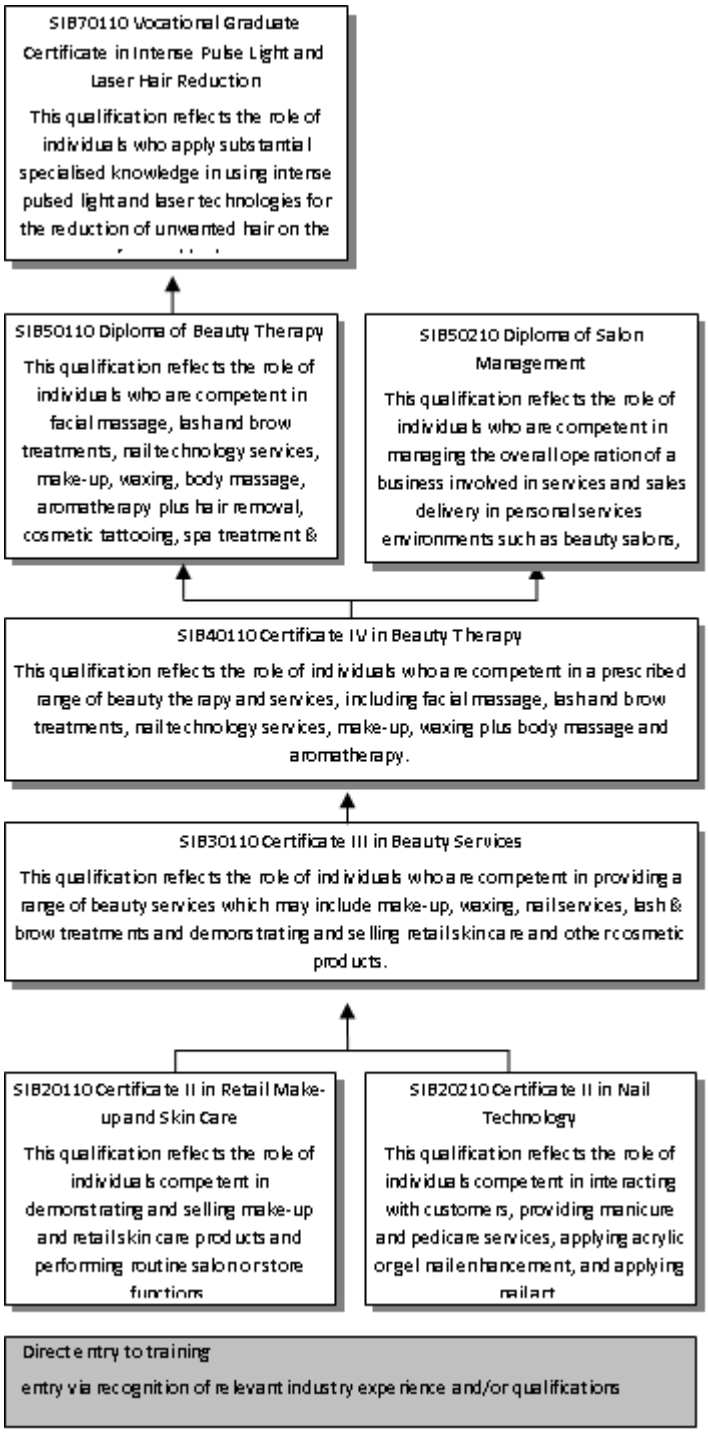
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work

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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.



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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.

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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

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)

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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.

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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 contributes to productive and harmonious relations across employees and customers	• listening and understanding • 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

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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 planning	• managing time and priorities – setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • 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

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	• 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:

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- 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).

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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)**.**

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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)**.**

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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

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		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:

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		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

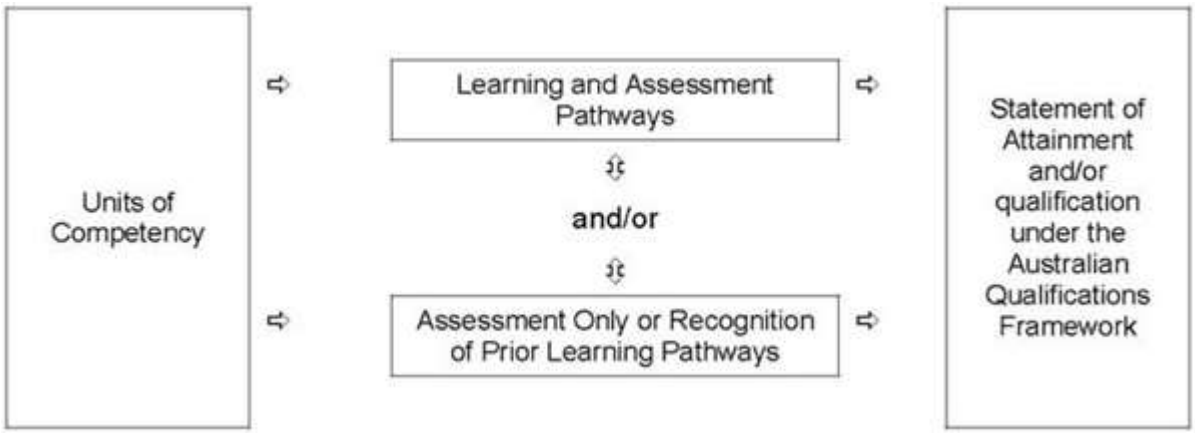
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Assessment pathways

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.

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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

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- 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.

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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 ."

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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.

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(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	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.

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OPTIONS	**Assessors, technical experts and workplace supervisors** (includes mandated requirements and recommended attributes)
assessment	• 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 • 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.

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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:

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"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,

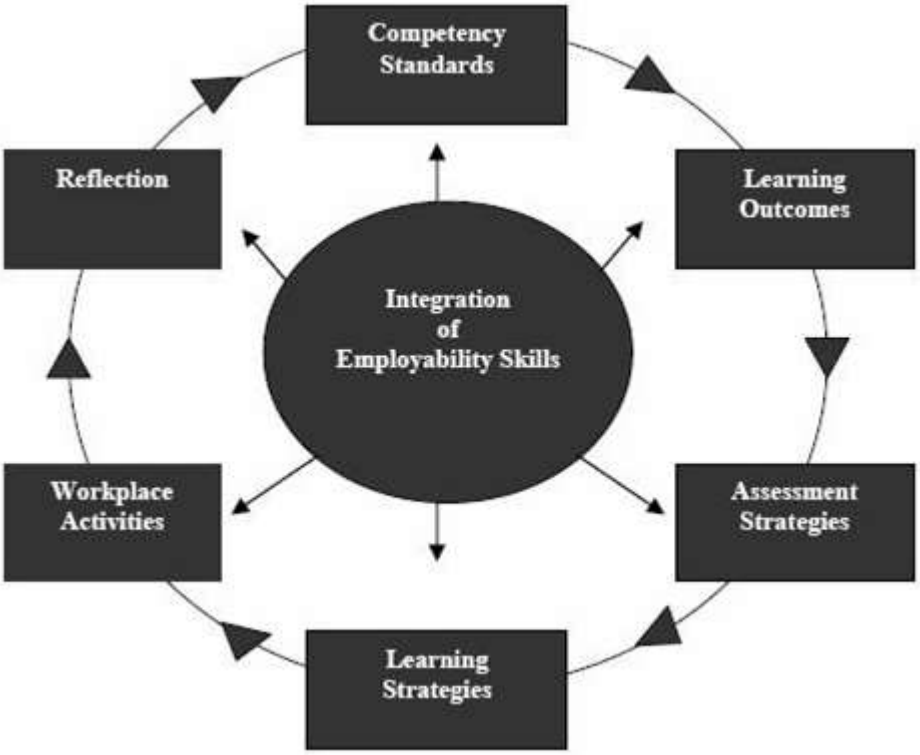
c) will meet workplace and, where relevant, regulatory requirements, and

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.

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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.

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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.

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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. • 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,

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Summary of assessment requirements	
	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 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.

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Summary of assessment requirements	
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.
Involvement of the	The individual being assessed needs to be part of the planning,

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Summary of assessment requirements	
candidate	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

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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	✓	✓

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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	✓	✓

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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

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- 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.

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- 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

- adjustable massage couches with safe
- electricity supply access to each body

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Body treatments and skin services

working access for operator and equipment at head, foot and each side.

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

- 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
- 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.

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IPL and laser

illuminated.

- 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

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

Upper body piercing

- needles
- needle acceptor tubes
- calipers
- forceps
- 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

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Skin Penetration Services Area

- 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

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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 licensi ng or regulatory requirements, only the *relevant extract* from the Assessment Guid elines 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 c heck the Assessment Guidelines of the originating Training Package by accessing t he 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

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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).

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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.

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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.

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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.

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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.

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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.

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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
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.

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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)

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Unit component	Example of embedded employability skill
	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		✓	✓	✓	✓	
SIBXCCS202	Provide service to clients		✓	✓	✓	✓	

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Unit		**Suggested AQF packaging**					
		I	**II**	**III**	**IV**	**Dip**	**VGC**
A							
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					✓	
Beauty Units							
Body 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					✓	

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Unit		**Suggested AQF packaging**					
		I	**II**	**III**	**IV**	**Dip**	**VGC**
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				✓	✓	
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				✓	✓	

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Unit		**Suggested AQF packaging**					
		I	**II**	**III**	**IV**	**Dip**	**VGC**
Hair Reduction Services							
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						✓
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		✓	✓	✓		

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Unit		**Suggested AQF packaging**					
		I	**II**	**III**	**IV**	**Dip**	**VGC**
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			✓	✓		
SIBBSKS503A	Provide diathermy treatments					✓	
SIBBSKS504A	Design and perform cosmetic tattooing					✓	
SIBBSKS505A	Provide upper body piercing					✓	
SIBBSKS506A	Apply micro-dermabrasion to improve skin appearance					✓	
Spa Services							
SIBBSPA501A	Work in a spa therapies framework					✓	
SIBBSPA502A	Plan spa programs					✓	
SIBBSPA503A	Provide spa therapies					✓	
SIBBSPA504A	Provide stone therapy massage					✓	

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Unit		**Suggested AQF packaging**					
		I	**II**	**III**	**IV**	**Dip**	**VGC**
SIBBSPA505 A	Provide Indian head massage for relaxation					✓	

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SIB20110 Certificate II in Retail Make-Up and Skin Care

Modification History

Not applicable.

Description

This qualification reflects the role of individuals who are competent in communicating in the workplace, interacting with customers, demonstrating and selling make-up and retail skin care products, and performing routine salon or store functions.

The qualification is designed to reflect the role of persons who perform a prescribed range of functions under supervision, involving known routines and procedures and with some accountability for the quality of outcomes.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Licensing/Regulatory Information

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

Entry Requirements

There are no entry requirements to this qualification.

Employability Skills Summary

SIB20110 Certificate II in Retail Make-Up and Skin Care

The following table contains a summary of the employability skills required by the beauty industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communication skills, both verbal and non-verbal, are used to establish and meet the needs of clients. This is done through questioning, observation and persuasion and by providing clear information on products used and services performed with a view to optimising sales of

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Employability skill	**Industry/enterprise requirements for this qualification include**:
	skin care and cosmetic products. Product information is read and interpreted to make safe and appropriate recommendations to clients. Communication skills are also used to follow instructions and respond to change, such as current workplace environmental sustainability procedures.
Problem solving	Problem solving skills are used when applying knowledge of contraindications to anticipate and mitigate problems by advising clients of alternative options and/or referring them to alternative practitioners. Problem-solving skills are also applied in the performance of routine retail activities, such as selling products and demonstrating make-up, skin care and cosmetic products.
Initiative and enterprise	Initiative and enterprise skills are used to identify and provide the most appropriate products to achieve an improved outcome for the client. Retail cosmetic assistants must be able to recognise situations outside their area of expertise and make appropriate recommendations, for example providing advice on the treatment of skin conditions.
Teamwork	Teamwork requires knowledge of the roles and responsibilities of all team members and accepted or expected workplace practices. It includes the ability to communicate with other team members who may be part of a retail or salon team, and to support team participation in environmentally sustainable workplace practices.
Planning and organising	Information, time and resources must be planned and organised to deliver an efficient and effective service. The needs of clients must be determined to ensure that all relevant products and equipment are available and time is managed effectively, for example when servicing a number of clients in a wedding party. The use of resources must be planned and organised to minimise waste and prevent product and environmental contamination.
Self-management	Self-direction is required to achieve desired outcomes within the boundaries of the client's and the salon or store's requirements. This is achieved through establishing a clear understanding of these requirements and actively seeking and responding to feedback. The knowledge and application of health, hygiene and safety requirements are critical to the performance of this role.
Learning	Retail make-up and skin care assistants work in a dynamic industry that experiences frequent change due to the emergence of new trends and products. In this environment they are expected to take responsibility for maintaining the currency of their knowledge by identifying and assessing learning opportunities and sources of information, including professional associations and the influences and inter-relationships with

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Employability skill	**Industry/enterprise requirements for this qualification include**:
	complementary industries.
Technology	Technology is used through the use of fixed telephones, retail equipment and in some cases electronic client booking systems. In a retail environment staff must be able to deal with situations where technology fails or becomes unavailable, for example electronic funds transfer technology.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

To achieve a Certificate II in Retail Make-Up and Skin Care, 15 units must be completed:

- all 10 core units
- 5 elective units:
  - a minimum of 3 units must be selected from the elective units listed below
  - the remaining units may be selected from this or another endorsed Training Package or accredited course; these must be units which are first packaged at AQF level 1, 2 or 3.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units

SIBBFAS201A	Demonstrate retail skin care products
SIBXCCS201A	Conduct financial transactions
SIRXCLM001A	Organise and maintain work areas
SIRXCOM001A	Communicate in the workplace
SIBXFAS201A	Design and apply make-up
SIRXIND001A	Work effectively in a retail environment
SIRXMER001A	Merchandise products
SIRXOHS001A	Apply safe working practices
SIRXRPK002A	Recommend hair, beauty and cosmetic products and services

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SIRXSLS001A	Sell products and services

Elective units

Client Services

SIBXCCS202A	Provide service to clients

Computer Operations and ICT Management

SIRXICT001A	Operate retail technology

Facial Services

SIBXFAS202A	Design and apply make-up for photography

Inventory

SIRXINV001A	Perform stock control procedures
SIRXMER003A	Monitor in-store visual merchandising display
SIRXMER005A	Create a display

Research

SIBBRES201A	Research and apply beauty industry information

Risk Management and Security

SIRXRSK001A	Minimise theft

Skin Services

SIBBSKS201A	Pierce ears

Sustainability

BSBSUS201A	Participate in environmentally sustainable work practices

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SIB20210 Certificate II in Nail Technology

Modification History

Not applicable.

Description

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

Work would be undertaken in the nail technology stream of the beauty industry.

This qualification is designed to reflect the role of persons who perform a prescribed range of functions, involving known routines and procedures and with some accountability for the quality of outcomes.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Licensing/Regulatory Information

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

Entry Requirements

There are no entry requirements to this qualification.

Employability Skills Summary

SIB20210 Certificate II in Nail Technology

The following table contains a summary of the employability skills required by the beauty industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification include**:

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Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communication skills, both verbal and non-verbal, are used by nail technicians to establish and meet the needs of clients. This is done through questioning and observation and by providing clear information on products used and services performed. Nail technicians are expected to read and interpret product information to make safe and appropriate recommendations to clients. Communication skills are also used to follow instructions and respond to change, such as current workplace environmental sustainability procedures.
Problem solving	Nail technicians are required to solve problems by applying their knowledge of contraindications to anticipate and mitigate problems by advising clients of alternative options and/or referring them to alternative practitioners. Problem-solving skills are also applied in the performance of routine retail activities, such as selling products and processing financial transactions.
Initiative and enterprise	Opportunities to use initiative and enterprise skills occur with the identification and provision of the most appropriate nail service for each individual client. Nail technicians are also required to exercise initiative and enterprise to recognise and adapt to changes in a client's condition or requirement, while maintaining safety and hygiene requirements.
Teamwork	Nail technicians are generally employed in salons where they are expected to work individually and as part of a team. This requires knowledge of the roles and responsibilities of all team members and accepted or expected workplace practices. It includes the ability to recognise and act on situations requiring the assistance or attention of supervisors or senior staff members and participate in sustainable workplace practices.
Planning and organising	Nail technicians are required to plan and organise information, time and resources in order to deliver an efficient and effective service. Information is required from clients to assess and respond to their needs while maintaining health, hygiene and environmental protection requirements; along with achieving designated time frames for the performance of the service. The use of resources must be planned and organised to minimise waste and prevent product and environmental contamination.
Self-management	Nail technicians are expected to be self-directed in performing their role within the boundaries of workplace expectations and legislative requirements. The knowledge and application of health, hygiene and safety requirements are critical to the performance of this role.
Learning	Nail technicians work in a dynamic industry that experiences frequent

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Employability skill	**Industry/enterprise requirements for this qualification include**:
	change due to the emergence of new trends and products. In this environment nail technicians are expected to take responsibility for maintaining the currency of their knowledge by identifying and assessing learning opportunities and sources of information, including professional associations and the influences and inter-relationships with complementary industries.
Technology	Technology is used through the use of fixed telephones, retail equipment and in some cases electronic client booking systems. While nail technicians must be familiar with the safe use and maintenance of technology, they must also be able to use manual alternatives as required, in the event of the failure of electronic funds transfer equipment for example.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

To achieve a Certificate II in Nail Technology, 15 units must be completed:

- all 10 core units
- 5 elective units:
  - a minimum of 3 elective units must be selected from the elective units listed below
  - the remaining units may be selected from this or another endorsed Training Package or accredited course; these must be units which are first packaged at AQF level 1, 2 or 3.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units

SIBBNLS201A	Work in a nail services framework
SIBBNLS202A	Provide manicure and pedicare services
SIBBNLS203A	Apply ultraviolet gel nail enhancement
SIBBNLS204A	Apply acrylic nail enhancement
SIBXCCS201A	Conduct financial transactions
SIBXCCS202A	Provide service to clients

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SIRXCLM001A	Organise and maintain work areas
SIRXCOM001A	Communicate in the workplace
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices

Elective units

Client Services

SIRXCCS002A	Interact with customers

Inventory

SIRXINV001A	Perform stock control procedures

Merchandising

SIRXMER001A	Merchandise products
SIRXMER005A	Create a display

Nail Services

SIBBNLS205A	Apply nail art
SIBBNLS206A	Use electric file equipment for nails
SIBBNLS207A	Apply advanced nail art

Research

SIBBRES201A	Research and apply beauty industry information

Sales

SIRXSLS001A	Sell products and services

Sustainability

BSBSUS201A	Participate in environmentally sustainable work practices

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SIB30110 Certificate III in Beauty Services

Modification History

The following unit has been deleted from the General Electives options:

- SIRXSCS001A Sell products and services

Description

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

Work would be undertaken in beauty therapy salons and in the wider beauty industry.

This qualification is designed to reflect the role of those who perform some complex or non-routine activities involving individual responsibility or autonomy or collaboration with others as part of a team.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Licensing/Regulatory Information

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

Entry Requirements

There are no entry requirements to this qualification.

Employability Skills Summary

SIB30110 Certificate III in Beauty Services

The following table contains a summary of the employability skills required by the beauty industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

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Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communication skills, both verbal and non-verbal, are used to establish and meet the needs of clients. This is done through questioning and observation and by providing clear information on products used and services proposed or performed. Clients may also need reassurance or have questions answered throughout the performance of a service. Product information is read and interpreted to make safe and appropriate recommendations to clients. Communication skills are also used to follow instructions and respond to change, such as current workplace environmental sustainability procedures.
Problem solving	Problem-solving skills are used when applying knowledge of contraindications to anticipate and mitigate problems by advising clients of alternative options and/or referring them to alternative practitioners. Problem-solving skills are also applied in the performance of routine retail activities, such as selling products and demonstrating skin care products. Problem solving is supported in the beauty environment by referral to legislation and/or industry guidelines, such as health and hygiene.
Initiative and enterprise	Opportunities to use initiative and enterprise skills occur with the identification and provision of the most appropriate products and/or services to meet the needs of clients, within the boundaries of any contraindications which may be present. A beauty operator also needs to adapt services where there is a change in the client's condition during a service. Initiative and enterprise are also used to recognise where additional levels of service can be provided to a client.
Teamwork	Teamwork requires knowledge of the roles and responsibilities of all team members and accepted or expected workplace practices. It includes the ability to communicate with other team members to schedule and service clients, to deal with complaints, and also to support team participation in environmentally sustainable workplace practices.
Planning and organising	Information, time and resources must be planned and organised to deliver efficient and effective services. The needs of clients must be determined to ensure that all relevant products and equipment are available and time is managed effectively to meet scheduling requirements. The use of resources must be planned and organised to minimise waste and prevent product and environmental contamination.
Self-management	Self-direction is required to achieve desired client outcomes within the time and resource expectations of the workplace. This is supported by establishing a clear understanding of both client and workplace requirements and by actively seeking and responding to feedback. The knowledge and application of health, hygiene and safety requirements are

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Employability skill	**Industry/enterprise requirements for this qualification include**:
	critical to the performance of this role.
Learning	The beauty industry is dynamic, with changes to products and services as new trends emerge. Beauty operators are required to take responsibility for maintaining the currency of their knowledge by identifying and assessing learning opportunities and sources of information, including professional associations and the influences and inter-relationships with complementary industries.
Technology	Technology is used through the use of fixed telephones or telephone systems, retail equipment and in some cases electronic client-booking systems. In a salon, staff must be able to deal with situations where technology fails or becomes unavailable, for example electronic funds transfer technology.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

To achieve a Certificate III in Beauty Services, 20 units must be completed:

- all 9 core units
- 11 electives:
  - all 4 elective units from either of the following groups:
  - Group A - General Beauty
  - Group B - Make-Up
  - 7 units from the general elective units:
  - a minimum of 4 elective units must be selected from the general elective units listed below
  - the remaining units may be selected from this or another endorsed Training Package or accredited course; these must be units which are first packaged at AQF level of 2 or 3.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units

SIBBCCS301A	Apply the principles of skin biology to beauty treatments
SIBBRES201A	Research and apply beauty industry information

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SIBXCCS201A	Conduct financial transactions
SIBXCCS202A	Provide service to clients
SIRXCLM001A	Organise and maintain work areas
SIRXCOM001A	Communicate in the workplace
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices
SIRXSLS001A	Sell products and services

Elective Group A - General Beauty

SIBBCCS302A	Advise on beauty services
SIBBFAS201A	Demonstrate retail skin care products
SIBBFAS302A	Provide lash and brow treatments
SIBBHRS301A	Perform waxing treatments

OR

Elective Group B - Make-Up

BSBDES301A	Explore the use of colour
SIBBFAS303A	Design and apply remedial camouflage make-up
SIBXFAS201A	Design and apply make-up
SIBXFAS202A	Design and apply make-up for photography

General elective units

Client Services

SIBBCCS302A	Advise on beauty services

Computer Operations and ICT Management

SIRXICT001A	Operate retail technology

Design

BSBDES202A	Evaluate the nature of design in a specific industry context
BSBDES301A	Explore the use of colour

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Facial Services

SIBBFAS201A	Demonstrate retail skin care products
SIBBFAS302A	Provide lash and brow treatments
SIBBFAS303A	Design and apply remedial camouflage make-up
SIBXFAS201A	Design and apply make-up
SIBXFAS202A	Design and apply make-up for photography

Hair Reduction Services

SIBBHRS301A	Perform waxing treatments

Inventory

SIRXINV001A	Perform stock control procedures

Merchandising

SIRXMER001A	Merchandise products
SIRXMER003A	Monitor in-store visual merchandising display
SIRXMER005A	Create a display

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

Retail Product Knowledge

SIRXRPK002A	Recommend hair, beauty and cosmetic products and services

Skin Services

SIBBSKS201A	Pierce ears

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SIBBSKS302A	Apply cosmetic tanning products

Small Business Management

BSBSMB304A	Determine resource requirements for the micro business
BSBSMB402A	Plan small business finances
BSBSMB406A	Manage small business finances

Sustainability

BSBSUS201A	Participate in environmentally sustainable work practices

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SIB40110 Certificate IV in Beauty Therapy

Modification History

Not applicable.

Description

This qualification reflects the role of individuals who are competent in a prescribed range of beauty therapy treatments and services, including facial massage, lash and brow treatments, nail technology services, make-up, waxing, body massage, and aromatherapy; as well as providing advice on and selling retail skin care and cosmetic products.

Work would be undertaken as skilled beauty therapists in the beauty therapy services stream of the beauty industry.

This qualification is designed to reflect the role of those who work relatively autonomously. It involves the performance of a broad range of skilled applications, including requirements to evaluate and analyse current practices, develop new criteria and procedures for performing current practices, and some provision of leadership and guidance to others in the application and planning of skills.

Pathways Information

This qualification is suitable for an Australian Apprenticeship pathway.

Licensing/Regulatory Information

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

Entry Requirements

There are no entry requirements to this qualification.

Employability Skills Summary

SIB40110 Certificate IV in Beauty Therapy

The following table contains a summary of the employability skills required by the beauty industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

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Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communication skills, both verbal and non-verbal, are used to establish and meet the needs of clients, to advise on future services and to record client information. This is done through questioning and observation and by providing clear information on products used and services proposed or performed. Clients may also need reassurance or have questions which need to be answered throughout the performance of a service. Product information is also read and interpreted to make safe and appropriate recommendations to clients, and treatment plans are developed and/or amended as required. Communication skills are also used to follow instructions and respond to change, such as current workplace waste minimisation and environmental sustainability procedures.
Problem solving	Problem-solving skills are used when developing and/or amending treatment plans and throughout the provision of services and treatments by applying knowledge of contraindications, anatomy and physiology, and skin biology, for example, to anticipate and mitigate problems by advising clients of alternative options and/or referring them to alternative practitioners when performing facial treatments. Problem solving is supported in the beauty environment by referral to legislation and/or industry guidelines, such as health and hygiene.
Initiative and enterprise	Opportunities to use initiative and enterprise occur with the identification and provision of the most appropriate products and/or services to meet identified and future needs of clients, within the boundaries of any contraindications which may be present. A beauty therapist also needs to recognise changes in the client's condition during a service or treatment and take corrective action.
Teamwork	Teamwork requires knowledge of the roles and responsibilities of all team members and accepted or expected workplace practices. It includes the ability to communicate with other team members to schedule and service clients, to assist other team members as required; and to support team participation in environmentally sustainable workplace practices.
Planning and organising	Information, time and resources must be planned and organised to deliver efficient and effective services. The needs of clients must be determined to ensure that all relevant products and equipment are available and time is managed effectively to meet scheduling requirements. The use of resources must be planned and organised to minimise waste and prevent product and environmental contamination.
Self-management	Self-direction is required to achieve desired client outcomes within the time and resource expectations of the workplace. This is supported by

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Employability skill	**Industry/enterprise requirements for this qualification include**:
	establishing a clear understanding of both client and workplace requirements and by actively seeking and responding to feedback. The knowledge and application of health, hygiene and safety requirements are critical to the performance of this role.
Learning	The beauty industry is dynamic, with changes to products and services as new trends emerge. Beauty therapists are required to take responsibility for maintaining and sharing their knowledge of new products, services and environmental best practice with a view to maximising business profitability.
Technology	Technology is used through the use of electrical equipment for facial and body treatments and beauty therapists must be familiar with the safe operating procedures for the use of this technology. Retail technology is also used and beauty therapists must also be able to deal with situations where technology fails or becomes unavailable, for example electronic funds transfer technology.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

To achieve a Certificate IV in Beauty Therapy, 25 units must be completed:

- all 17 core units
- 8 elective units:
  - a minimum of 4 elective units must be selected from the elective units listed below
  - the remaining units may be selected from this or another endorsed Training Package or accredited course; these must be units which are first packaged at AQF level of 3 or 4.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units

SIBBBOS401A	Perform body massage
SIBBCCS301A	Apply the principles of skin biology to beauty treatments
SIBBCCS302A	Advise on beauty services

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SIBBCCS403A	Recognise body structures and systems in a beauty therapy context
SIBBCCS404A	Work in a skin therapies framework
SIBBCCS405A	Develop treatment plans
SIBBFAS302A	Provide lash and brow treatments
SIBBFAS404A	Provide facial treatments
SIBBHRS301A	Perform waxing treatments
SIBBNLS201A	Work in a nail services framework
SIBBNLS202A	Provide manicure and pedicare services
SIBXCCS201A	Conduct financial transactions
SIBXCCS202A	Provide service to clients
SIBXFAS201A	Design and apply make-up
SIRXCOM001A	Communicate in the workplace
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices

Elective units

Body Services

SIBBBOS402A	Provide body treatments
SIBBBOS403A	Perform aromatherapy massage

Cleaning and Maintenance

SIRXCLM001A	Organise and maintain work areas

Client Services

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

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Computer Operations and ICT Management

SIRXICT001A	Operate retail technology

Facial Services

SIBBFAS201A	Demonstrate retail skin care products
SIBBFAS303A	Design and apply remedial camouflage make-up
SIBBFAS405A	Provide advanced facial treatments
SIBXFAS202A	Design and apply make-up for photography

First Aid

HLTFA301B	Apply first aid

Inventory

SIRXINV001A	Perform stock control procedures

Management

SIRXMGT001A	Coordinate work teams

Merchandising

SIRXMER001A	Merchandise products
SIRXMER003A	Monitor in-store visual merchandising display
SIRXMER005A	Create a display

Nails 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

Sales

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SIRXSLS001A	Sell products and services
SIRXSLS004A	Build relationships with customers

Skin Services

SIBBSKS302A	Apply cosmetic tanning products

Sustainability

BSBSUS201A	Participate in environmentally sustainable work practices

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SIB50110 Diploma of Beauty Therapy

Modification History

The following units have been added to the General Electives options:

- SIRXMGT002A Maintain employee relations
- SIRXMGT003A Lead and manage people

Description

This qualification reflects the role of individuals who are competent in a broad range of beauty therapy treatments and services which may include facial massage, body massage, hair removal, cosmetic tattooing, spa treatments, lash and brow treatments, nail technology services, make-up, aromatherapy, providing advice on beauty treatments and services, selling retail skin care and cosmetic products and coordinating a work team.

Work would be undertaken as skilled beauty therapists in salons, spas and the wider beauty industry.

This qualification is designed to reflect the role of those who work relatively autonomously. It involves the self-directed application of knowledge and skills with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques. Applications involve personal responsibility and autonomy in performing complex technical operations. The work reflected in this qualification may include participating in teams, and group or team coordination.

Pathways Information

This qualification is not suitable for an Australian Apprenticeship pathway.

Licensing/Regulatory Information

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

Entry Requirements

There are no entry requirements to this qualification.

Employability Skills Summary

SIB50110 Diploma of Beauty Therapy

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The following table contains a summary of the employability skills required by the beauty industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communication skills, both verbal and non-verbal, are used to establish and meet the needs of clients, advise on future services, and interpret and record client information. This is done through questioning and observation and by providing clear information on products used and services or treatments proposed or performed. There is also a need for negotiation and persuasion where more complex treatments are being provided. Clients may also need reassurance or have questions which need to be answered throughout the performance of a treatment. Product information is also read and interpreted to make safe and appropriate recommendations to clients, and treatment plans are developed and/or amended as required. Communication skills are also used to respond to change, such as current workplace waste minimisation and environmental sustainability procedures.
Problem solving	Problem-solving skills are used when developing and/or amending treatment plans and throughout the provision of services and treatments by applying knowledge of contraindications, anatomy and physiology, and skin biology, for example, to anticipate and mitigate problems by advising clients of alternative options and/or referring them to alternative practitioners when performing facial or body treatments. Problem solving is supported in the beauty environment by referral to legislation and/or industry guidelines, such as health and hygiene.
Initiative and enterprise	Beauty therapists provide complex treatments and are required to make decisions regarding the use of products and equipment and the length of treatments. These decisions are guided by workplace and client expectations and requirements, and safety, health and hygiene legislation and/or guidelines. Opportunities to use initiative and enterprise occur with the identification and provision of the most appropriate products and/or services to meet identified and future needs of clients, within the boundaries of any contraindications which may be present. A beauty therapist also needs to recognise changes in the client's condition during a service or treatment and take corrective action.
Teamwork	Teamwork requires knowledge of the roles and responsibilities of all team members and accepted or expected workplace practices. It includes the ability to communicate with other team members to schedule and service clients and to assist as required by providing advice; sharing knowledge to support service provision and sustainable work practices
Planning and	Information, time and resources must be planned and organised to deliver safe, efficient and effective services. Client needs must be

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Employability skill	**Industry/enterprise requirements for this qualification include**:
organising	determined to ensure that all relevant products and equipment are available and time is managed effectively to meet scheduling requirements. The use of resources must be planned and organised to minimise waste and prevent product and environmental contamination.
Self-management	Self-direction is required to achieve desired client outcomes within the time and resource expectations of the workplace. This is supported by establishing a clear understanding of both client and workplace requirements and by actively seeking and responding to feedback from clients and colleagues. The knowledge and application of health, hygiene and environmental requirements are critical to the performance of this role.
Learning	The beauty industry is dynamic, with changes to products and services as new trends emerge. Beauty therapists are required to take responsibility for maintaining and sharing their knowledge of new products, services, treatments and environmental best practice with a view to maximising business profitability.
Technology	Technology is used through the use of electrical equipment for facial and body treatments and spa treatments. Beauty therapists must be familiar with the safe operating procedures for the use of this technology. Retail technology is also used and beauty therapists must also be able to deal with situations where technology fails or becomes unavailable, for example electronic funds transfer technology.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

To achieve a Diploma of Beauty Therapy, a total of 33 units must be completed. This includes:

- all 22 core units
- 11 electives:
  - all units from one of the following elective unit groups (all groups are equivalent to 5 units):
  - Group A - Cosmetic Tattooing
  - Group B - Electrolysis
  - Group C - Relaxation Massage

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- Group D - Spa Treatments
- 6 units from the general elective units:
- a minimum of 1 elective unit must be selected from the elective units listed below
- the remaining units may be selected from this or another endorsed Training Package or accredited course; these must be units which are first packaged at AQF level of 4 or 5.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units

SIBBBOS401A	Perform body massage
SIBBBOS402A	Provide body 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
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
SIBBFAS302A	Provide lash and brow treatments
SIBBFAS404A	Provide facial treatments
SIBBFAS405A	Provide advanced facial treatments
SIBBHRS301A	Perform waxing treatments
SIBBNLS201A	Work in a nail services framework
SIBBNLS202A	Provide manicure and pedicare services
SIBXCCS201A	Conduct financial transactions
SIBXCCS202A	Provide service to clients

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SIRXCOM001A	Communicate in the workplace
SIBXFAS201A	Design and apply make-up
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices

Elective Group A - Cosmetic Tattooing

HLTIN402B	Maintain infection control standards in office practice settings
SIBBSKS504A	Design and perform cosmetic tattooing

OR

Elective Group B - Electrolysis

HLTIN402B	Maintain infection control standards in office practice settings
SIBBHRS504A	Provide electrolysis treatments

OR

Elective Group C - Relaxation Massage

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
SIBBSPA505A	Provide Indian head massage for relaxation

OR

Elective Group D - Spa Treatments

SIBBSPA501A	Work in a spa therapies framework
SIBBSPA502A	Plan spa programs
SIBBSPA503A	Provide spa therapies
SIBBSPA504A	Provide stone therapy massage

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SIBBSPA505A	Provide Indian head massage for relaxation

General elective units

Body Services

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

Client Services

SIRXCCS003A	Coordinate interaction with customers

Facial Services

SIBBFAS303A	Design and apply remedial camouflage make-up
SIBXFAS202A	Design and apply make-up for photography

First Aid

HLTFA301B	Apply first aid

Hair Reduction Services

SIBBHRS502A	Perform female intimate waxing treatments
SIBBHRS503A	Perform male intimate waxing treatments

Infection Control

HLTIN402B	Maintain infection control standards in office practice settings

Management

SIRXMGT001A	Coordinate work teams
SIRXMGT002A	Maintain employee relations
SIRXMGT003A	Lead and manage people

Quality and Innovation

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SIRXQUA001A	Develop innovative ideas at work
Research	
SIBXRES501A	Investigate new products and services
Sales	
SIRXSLS004A	Build relationships with customers
Skin Services	
SIBBSKS503A	Perform diathermy treatments
SIBBSKS505A	Provide upper body piercing
SIBBSKS506A	Apply micro-dermabrasion to improve skin appearance
Spa Services	
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
Sustainability	
BSBSUS201A	Participate in environmentally sustainable work practices

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SIB50210 Diploma of Salon Management

Modification History

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

Description

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, including, hairdressing and beauty salons and spas. A salon manager at this level may focus on building the business, creating and establishing a personal services culture, leading and developing a team, developing and implementing marketing activities, and ensuring all occupational health and safety requirements are maintained.

This qualification is designed to reflect the role of managers or owner managers who work relatively autonomously and coordinate and supervise others. It involves the self-directed application of knowledge and skills, and the provision of leadership and support to colleagues through the development and management of service delivery, and sales delivery concurrent with ongoing human resources development

Pathways Information

This qualification is not suitable for an Australian Apprenticeship pathway.

Licensing/Regulatory Information

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

Entry Requirements

There are no entry requirements to this qualification.

Employability Skills Summary

SIB50210 Diploma of Salon Management

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The following table contains a summary of the employability skills required by the hairdressing and beauty industries for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	Negotiate effectively with business suppliers, salon team members and other managers on business requirements, values, directions and day-to-day operational matters. Research, read, analyse and communicate industry and workplace information to team members and other managers. Complete business documentation in the context of the job role.
Problem solving	Lead a salon team; mentoring and supporting team members in the context of a personal service industry small business management role. Effectively participate in the wider hairdressing and beauty industries and small business networks. Develop and apply waste management procedures for improved environmental outcomes.
Initiative and enterprise	Apply strategic thinking to solve a range of operational business problems; individually or in the context of a wider salon team structure. Evaluate ideas in the context of practical business application and anticipate the implications and consequences of decisions. Investigate and participate in the purchase of sustainable products where appropriate. Review results and provide feedback to relevant team members and clients.
Teamwork	Develop a team culture and identity; create an operational personal service and continuous improvement environment across all performance areas. Provide positive feedback, encourage the team to do things better, and be personally receptive to team members innovative ideas. Translate ideas into action by creating a framework for practical implementation and review.
Planning and organising	Establish and communicate clear goals and deliverables for self and team members within the context of salon objectives and the current business situation, and coordinate resources to ensure that work is carried out according to timelines and priorities. Coordinate and/or implement changes arising from continuous improvement processes. Investigate current salon practice in relation to energy and water use. Set targets for team improvement in relation to energy and water use
Self-management	Work within a personal services business culture by practising customer-focussed and inclusive behaviour, effective management of personal presentation and time; and efficiently prioritise, delegate and complete tasks. Investigate new developments in products and services, review own performance, actively seek and effectively build

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Employability skill	**Industry/enterprise requirements for this qualification include**:
	professional networks, and act upon advice and guidance to improvement client services.
Learning	Identify personal strengths and weaknesses in the context of a personal services business management job role and recognise how personal learning is maximised. Seek opportunities for education and training in the context of current role or future business opportunities. Accept opportunities to learn new ways of doing things and share knowledge and skills with salon team members.
Technology	Adapt to new business-related technology skill requirements, and select and use salon or other small business and information and communications technology where relevant, to support business operations, marketing and promotion and planning in the context of key business performance objectives and personal job role.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

To achieve a Diploma of Salon Management, 10 units must be completed:

- all 6 core units
- 4 elective units
  - a minimum of 2 elective units must be selected from the elective units listed below
  - the remaining units may be selected from this or another endorsed Training Package or accredited course; these must be units which are first packaged at AQF level of 4 or 5.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units

BSBSUS501A	Develop workplace policy and procedures for sustainability
SIBXPSM501A	Lead teams in a personal services environment
SIBXPSM502A	Manage treatment services and sales delivery
SIBXPSM503A	Promote a personal services business

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SIRXHRM001A	Administer human resources policy
SIRXHRM002A	Recruit and select personnel

Elective units

Franchising

BSBFRA401B	Manage compliance with franchisee obligations and legislative requirements
BSBFRA402B	Establish a franchise
BSBFRA403B	Manage relationship with franchisor
BSBFRA404B	Manage a multiple site franchise

Learning and Development

BSBLED501A	Develop a workplace learning environment

Management

BSBMGT401A	Show leadership in the workplace
BSBMGT502B	Manage people performance
SIRXMGT006A	Initiate and implement change

Marketing and Promotions

SIRXMPR001A	Profile a retail market

Occupational Health and Safety

SIRXOHS003A	Provide a safe working environment

Research

BSBRES401A	Analyse and present research information
SIBXRES501A	Investigate new products and services

Small Business Management

BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning

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BSBSMB406A	Manage small business finances
BSBSMB408B	Manage personal, family, cultural and business obligations
BSBSMB409A	Build and maintain relationships with small business stakeholders

Training and assessment

TAEDEL301A	Provide work skill instruction
TAEDEL402A	Plan, organise and facilitate learning in the workplace

Workplace Effectiveness

BSBWOR501A	Manage personal work priorities and professional development

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

Modification History

Not applicable.

Description

This qualification reflects the role of individuals who apply substantial specialised knowledge and skills to design and safely apply non-ionising radiation treatments using intense pulsed light and laser technologies to reduce unwanted hair on the face and body.

In this role they make complex, high level, independent judgements in consulting with clients and analysing their skin and hair characteristics, designing and evaluating intense pulsed light and laser hair reduction treatment programs, selecting and using appropriate technology, and applying it within the context of safe client and operator practices and in compliance with regulatory requirements. Ongoing technological developments in this area of practice require the use of broad knowledge and the identification, analysis and evaluation of information from a variety of sources to build personal capability.

Practice may be undertaken in the hair reduction stream of the beauty industry or in other settings where cosmetic laser hair reduction services are offered.

Pathways Information

Not applicable.

Licensing/Regulatory Information

The use of non-ionising radiation for cosmetic treatments is currently subject to licensing under the Queensland Radiation Safety Act 1999, and accreditation of equipment, premises and operator under the Tasmanian Radiation Protection Act 2005. The Western Australian Radiation Safety Act 1975 imposes conditions, limitations and restrictions on the use of Class 4 lasers. With regard to other states and territories, no licensing, regulatory or certification requirements apply at the time of endorsement.

Entry Requirements

To enrol in the Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction, individuals will need to meet the following entry requirements.

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- Diploma of Beauty Therapy or a relevant qualification at diploma level or above in medical health, including the study of human biology, anatomy and physiology; and
- significant and relevant vocational experience as a beauty therapist with a primary focus on providing facial services, skin services and hair reduction services;

or

- evidence of significant and relevant vocational experience relating to the application of human biology, anatomy and physiology knowledge in their respective field.

Employability Skills Summary

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

The following table contains a summary of the employability skills required by the beauty industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	**Industry/enterprise requirements for this qualification include**:
Communication	Communication skills are used to consult with clients, advise the suitability and the physical effects of intense pulsed light and laser hair reduction treatments on skin and hair. This is done through questioning and observation and by providing clear information on products used and services or treatments proposed or performed. Clients may also need reassurance or have questions be answered throughout a treatment. Equipment information is also read and interpreted to make safe and appropriate recommendations to clients, and treatment plans are developed and/or amended as required.
Problem solving	Problem-solving skills are used when developing and/or amending treatment plans and throughout the provision of services and treatments by applying knowledge of contraindications, anatomy and physiology, and skin biology, for example, to anticipate and mitigate problems by advising clients of alternative options and/or referring them to alternative practitioners when performing treatments. Problem solving is supported in the treatment environment by referral to relevant legislation and regulations on safe use of lasers and health and hygiene.
Initiative and enterprise	The therapist uses complex equipment to provide treatments and is required to make decisions regarding the strength, frequency and length of treatments. These decisions are guided by thorough client consultation, diagnoses, treatment planning, thorough knowledge of the physical action of treatments on human skin and hair, and the requirements of environmental, operator and client safety and health and hygiene legislation and regulations. Opportunities to use initiative and enterprise occur within the identification and provision of the most appropriate treatment to meet identified and future needs of clients,

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Employability skill	**Industry/enterprise requirements for this qualification include**:
	within the boundaries of any contraindications which may be present. The therapist also needs to recognise changes in the client's condition during a treatment and take corrective action.
Teamwork	Teamwork is used to create a collective responsibility for innovation and changes in practice to respond to advances in technology; and by cultivating collaborative relationships through referral to other professionals.
Planning and organising	Information, time and resources must be planned and organised to deliver safe and effective services. The safe use of application of IPL and laser safety protocols must be planned and organised to meet legislative requirements and achieve optimum client treatment outcomes.
Self-management	At this level the therapist acts as a professional practice role model by complying with legislative requirements and organisational policies and procedures, maintaining professional standards and demonstrating safe practice in all aspects of treatment services.
Learning	Therapists offering light therapies are required to take responsibility for maintaining and sharing their knowledge of new products and services or treatments and environmental best practice, with a view to maximising business profitability. They do this by seeking out and evaluating new information on the cosmetic application of light technologies, and researching the availability and relevance of education and training opportunities in order to further develop their professional expertise and services offered in their field of practice.
Technology	Using intense pulsed light and laser technology for hair reduction; and analysing technological trends and clinical practice developments in light therapies to inform own practice.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

To achieve a Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction, 5 core units must be completed.

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Core units

HLTIN402B	Maintain infection control standards in office practice settings
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
SIBBRES702A	Investigate developments in cosmetic treatments using light or laser systems

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SIBSS00001 Cosmetic Tanning

Modification History

Not applicable.

Description

Pathways Information

- SIBBCCS301A Apply the principles of skin biology to beauty treatments provides credit towards the:
  - SIB30110 Certificate III in Beauty Services
  - SIB40110 Certificate IV in Beauty Therapy
  - SIB50110 Diploma of Beauty Therapy
- SIRXOHS001A Apply safe working practices provides credit towards the:
  - 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
- SIBBSKS302A Apply cosmetic tanning products provides credit towards the:
  - SIB30110 Certificate III in Beauty Services
- SIBXCCS202A Provide service to clients provides credit towards:
  - 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

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this skill set at the time of endorsement.

Skill Set Requirements

Units	SIBBCCS301A	Apply the principles of skin biology to beauty treatments
	SIBBSKS302A	Apply cosmetic tanning products

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Units	SIBBCCS301A	Apply the principles of skin biology to beauty treatments
	SIBXCCS202A	Provide service to clients
	SIRXOHS001A	Apply safe working practices

Target Group

This skill set is for persons who are employed exclusively to perform cosmetic tanning treatments using cosmetic tanning products.

Suggested words for Statement of Attainment

These units of competency meet the industry requirements for the provision of cosmetic tanning treatments with cosmetic tan products.

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SIBSS00002 Small Business Financial Management (imported from BSB07)

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway

- BSBSMB304A Determine resource requirements for the micro business provides credit towards the:
- BSB30307 Certificate III in Micro Business Operations
- SIB30110 Certificate III in Beauty Services
- BSBSMB402A Plan small business finances provides credit towards the:
- BSB40407 Certificate IV in Small Business Management
- SIB30110 Certificate III in Beauty Services
- BSBSMB406A manage small business finances provides credit towards the:
- SIB30110 Certificate III in Beauty Services
- SIB50210 Diploma of Salon Management.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	BSBSMB304A	Determine resource requirements for the micro business
	BSBSMB402A	Plan small business finances
	BSBSMB406A	Manage small business finances

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Target Group

Target Group	This skill set is for small business practitioners who are managing finances for a small business. It may relate to people, such as nail technologists or make-up artists who are establishing or operating a micro business providing for self employment.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units of competency meet the industry requirements for financial management.

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SIBBBOS401A Perform body massage

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a manual relaxation body massage treatment. It requires the ability to access and interpret a treatment plan, explain the administration of the treatment to the client, and adapt as required during the massage service in response to client reaction.

Body massage is performed in response to client consultation and assessment, which is then conducted and recorded on a treatment plan. It could be an individual massage treatment or form part of a series of body treatments designed to meet client requirements.

The beauty therapist may perform a manual body massage as described in this unit, or this massage may form part of more complex body treatment services. These are described in:

- SIBBBOS402A Provide body treatments

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for massage treatments.	1.1 Access and review client ***treatment plan***.
	1.2 Clearly explain ***contraindications*** to ***client*** and take ***necessary action***.
	1.3 Ensure advice offered to client regarding medical follow-up of contraindications is offered tactfully and without reference to specific medical conditions.
	1.4 Confirm revised treatment plan with client and ensure consent.
	1.5 Set up and monitor service area to meet workplace requirements.
2 Manage massage treatments.	2.1 Use energy, water and other resources efficiently during preparation and subsequent treatment process to reduce negative environmental impacts.
	2.2 Explain ***mode of administration*** and treatment management to client where required.
	2.3 Request client to monitor reactions and inform operator as required.
	2.4 Drape client to sequentially expose ***treatment area*** while ensuring client comfort and modesty.
	2.5 Recognise ***reactions*** to treatment and ***respond*** if necessary.
	2.6 Safely dispose of treatment waste to minimise negative environmental impacts.
3 Apply safe and effective methods of body massage.	3.1 Apply ***massage medium*** and ***massage techniques*** according to agreed treatment plan.
	3.2 Ensure massage treatment is consistent with legislative and regulatory requirements.
	3.3 Monitor client response and vary ***treatment routine*** appropriately.
4 Review treatment and provide post-treatment	4.1 Allow sufficient treatment recovery time in a relaxing environment.
	4.2 Evaluate massage treatment with client.

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advice.	4.3 Identify and record effects of treatment on client treatment plan. 4.4 Review treatment plan and evaluate the need for ongoing or additional treatment. 4.5 Negotiate changes with client to ongoing plan to ensure optimal outcomes. 4.6 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - interpret treatment plans and identify and adjust to changes in client condition
  - prepare service area and client for treatment according to treatment plan and workplace practices
  - apply a defined range of massage movements and routines according to treatment plan
  - identify major bones and muscle groups through palpation
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to:
  - read and apply relevant workplace documents
  - read and record outcomes on treatment plan
- time-management skills to manage time throughout the body massage treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- how to set up massage area for a massage
- relevant health and hygiene regulations and requirements
- infection control procedures and application of universal precautions as they apply to the provision of a body massage service
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- indications and contraindications for massage
- workplace practices in regard to body massage

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- factors likely to affect the suitability of each massage technique to client needs and the effects and benefits of each
- skeletal and muscular system, including:
  - awareness of postural and skeletal abnormalities
  - muscle contractility and motor points
  - position and action of superficial muscles of the body in relation to body massage, including deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, rectus abdominous, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, and tibialis anterior
- articular system, classification of joints and types and ranges of motion
- nervous system and its relationship to skin sensations
- categories of massage, motor points and reflex points
- classifications, benefits and application of effleurage, petrissage, tapotement and vibratory massage movements
- ethical and legal implications of the practice of massage.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting treatment plan and making adjustments required by variations in client's condition
- preparing massage area and clients for body massage treatments
- applying and adapting massage movements and routines to suit client requirements and reactions during treatment
- demonstrating safe and effective application of required massage techniques listed in the range statement
- using time effectively
- evaluating body massage treatments and advising clients on future treatments
- accurately and legibly recording relevant data on client treatment plans.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by assessor or technical expert working in partnership with assessor as described

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in the Assessment Guidelines

- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations, which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstations
  - adjustable massage couch with safe working access for operator and equipment
  - relevant professional massage medium
  - appropriate supply of towels
  - client gown
  - client cover
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learner performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing clients for body massage
  - applying a range of manual massage techniques according to agreed treatment plans
  - providing post-treatment advice and making treatment recommendations to clients
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - appearance of contraindications and adverse effects
  - factors likely to affect the suitability of each

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technique to client needs and the effects and benefits of each step in body massage
    - categories of massage, motor points and reflex points
    - classifications, benefits and application of range of massage movements described in range statement
    - ethical and legal implications of the practice of massage
- completion of workplace documentation relevant to providing body treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS403A Recognise body structures and systems in a beauty therapy context
- SIBBCCS405A Develop treatment plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- outcomes of previous treatments
- relevant medical history
- medications being used
- contraindications
- massage techniques, including types, frequency and duration of movements
- tools and equipment selected.

Contraindications may include:

- infectious disease suggested by fever, lethargy and nausea, until reviewed and cleared by a medical practitioner
- symptoms that do not have a logical explanation and should be referred to a medical practitioner, including:

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- pain: local, sharp, dull, deep and surface
- extreme fatigue
- inflammation
- lumps and tissue changes
- severe oedema
- infection
- bleeding and bruising
- hot or cold extremes of body temperature
- factors restricting treatment or that require adaptation of the body massage, such as:
  - pregnancy
  - skin trauma
  - lesions
  - rashes.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Necessary action may include:

- following actions for a range of clients:
  - encouraging client to seek medical advice
  - explaining why service cannot be carried out
  - modifying the body massage service
  - refusing an unsuitable client.

Mode of administration may include:

- exposure of sections of the body
- rotating of exposure around the body
- use of oils and treatments
- requirement for feedback and interaction
- massage technique
- variations in application intensity
- requirements of specific positioning of client.

Treatment area must include:

- torso
- back
- neck
- décolletage
- arms
- legs.

Reactions may include:

- pain or discomfort
- verbal, tactile or visual feedback
- muscular spasms
- allergy or reactions to body oils or treatments

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	• skin blemishes due to massage stimulation • bruising • temperature discomfort • joint sounds • client relaxation • emotional release.
Responses to reactions may include:	• adjusting treatment accordingly • seeking appropriate expertise • discussing reaction with client • adhering to workplace guidelines for dealing with emergencies • accessing local emergency services.
Massage medium may include:	• oil • cream • powder.
Massage techniques must include:	• passive joint movement techniques • passive soft tissue movement • gliding techniques • longitudinal stroking • kneading • friction techniques • compressive techniques • petrissage • stretching techniques • superficial lymphatic drainage techniques.
Treatment routine must include:	• rhythm • repetition • variation.

Unit Sector(s)

Beauty

Competency Field

Body Services

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SIBBBOS402A Provide body treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a range of body treatments using various combinations of manual massage with electrical currents, exfoliation or body wraps according to a treatment plan.

Body treatments are performed in response to a client consultation and assessment, conducted and recorded on a treatment plan. They involve the application of a combination of manual and other selected techniques which may include electrical currents, exfoliation and body wraps. This may involve a single treatment or a series of body treatments that have been designed to meet client requirements.

The therapist performing the body treatment may or may not have designed the treatment, but is expected to access and interpret a treatment plan, explain the administration of the treatment to the client and adapt as required during the service in response to client reaction.

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

SIBBBOS401A Perform body massage

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for body treatments.	1.1 Access and review client ***treatment plan***.
	1.2 Review and note ***contraindications*** resulting from changes to ***body condition*** and subsequent variations to treatment plan.
	1.3 Offer advice to ***client*** regarding medical follow-up of contraindications tactfully and without reference to specific medical conditions.
	1.4 Confirm ***treatment objectives*** and revised treatment plan with client and ensure consent.
	1.5 Set up and monitor service area to meet workplace requirements.
	1.6 Clean and maintain tools and equipment according to manufacturer instructions, workplace practice and health regulations.
	1.7 Use energy, water and other resources efficiently during preparation and subsequent treatment process to reduce negative environmental impacts.
	1.8 Explain ***factors that may prevent or restrict the treatment***.
2 Manage body treatments.	2.1 Explain ***mode of administration*** and management of treatment to client where required.
	2.2 Request client to monitor reactions and inform the operator as required.
	2.3 Drape client to sequentially expose the ***treatment area*** while ensuring client comfort and modesty at all times.
	2.4 Select ***body treatment products*** and ***electrical equipment*** according to treatment plan and treatment area.
	2.5 Recognise ***reactions*** to treatment and respond if necessary.
	2.6 Safely dispose of treatment waste to minimise negative environmental impacts.
3 Provide body	3.1 Ensure client is in a comfortable and relaxed position suitable for

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	treatments.	the treatment.
		3.2 Apply body treatment products according to agreed treatment plan and following manufacturer instructions.
		3.2 Apply body treatment products according to agreed treatment plan and following manufacturer instructions.
		3.3 Apply brush treatments to perform desquamation of the epidermis where indicated by treatment plan.
		3.4 Use direct current to perform iontophoresis of appropriate cellulite product to body parts according to manufacturer instructions and where indicated by treatment plan.
		3.5 Use low frequency current to assist dispersal of mild oedema and cellulite according to manufacturer instructions and where indicated by treatment plan.
		3.6 Select and apply ***equipment to stimulate circulation*** on the body or parts of the body according to manufacturer instructions and where indicated by treatment plan.
4	Review treatment and provide post-treatment advice.	4.1 Evaluate progress with client.
		4.2 Explain potential ***post-treatment adverse effects*** to client.
		4.3 Revise previous treatment and evaluate the need for ongoing or additional treatment.
		4.4 Negotiate ***future treatment program*** with client to ensure optimal outcomes.
		4.5 Provide ***home-care advice*** according to client needs.
		4.6 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - interpret treatment plan and identify and adjust to changes in client's condition
  - prepare client for treatment according to treatment plan and workplace procedures
  - ensure treatment is provided, according to the individual, the condition and the presence of complicating factors

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    - identify major bones and muscle groups through palpation
    - safely apply a defined range of electrical equipment and current levels according to agreed treatment plan
- communication skills to:
    - seek feedback and respond to questions
    - provide information and reassurance to client throughout the service
- literacy skills to:
    - read and apply relevant workplace documents and manufacturers' safety data sheets on electrical equipment
    - read, interpret and adjust treatment plans as appropriate
- time-management skills to manage time throughout the body treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions as they apply to the provision of a body treatment service
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- workplace policies and procedures in regard to manual and electrical body treatments
- appearance of contraindications and adverse effects
- factors likely to affect the suitability of each technique to client needs and the effects and benefits of each step in body treatments
- skeletal and muscular system, including:
    - awareness of postural and skeletal abnormalities
    - muscle contractility and motor points
    - position and action of superficial muscles of the body in relation to body massage, including deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, rectus abdominous, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, and tibialis anterior
- nervous system and its relationship to skin sensations
- lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
- categories of massage, motor points and reflex points
- causes of skin reactions and allergies in regard to body treatments
- principles and properties of electricity as they relate to body treatments
- ethical and legal implications of the practice of massage.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting a treatment plan and making any adjustments required by variations in client's condition
- preparing the service area and clients for body treatments
- safely and effectively sequencing and applying body treatments, products and electrical equipment listed in range statement applied across a range of body treatment services
- using time effectively
- evaluating outcomes of body treatments and advising clients on future treatments
- accurately and legibly recording relevant data on client treatment plans.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by assessor or technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that the candidate demonstrates competency in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum access to:
  - individual client workstations
  - adjustable massage couch with safe working access for operator and equipment
  - electricity supply to each workstation
  - apprppriate supply of towels
  - client gown
  - client cover
  - trolley
  - magnifying lamp
  - direct and indirect current high frequency equipment

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- brush machine
- steamer or vapourzone
- a professional body treatments product range

- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different body treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learner performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing clients for body treatments
  - applying a range of manual massage techniques according to the treatment plan
  - using body treatment products
  - applying a range of electrical equipment and current levels according to the treatment plan and client feedback
  - providing post-treatment advice and making treatment recommendations to the client
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - appearance of contraindications and adverse effects
  - factors likely to affect the suitability of each technique to client needs, and effects and benefits of each step in body treatment
  - anatomy and physiology of the body as they relate to the provision of body treatments
  - categories of massage, motor points and reflex points

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- classifications, benefits and application of range of massage movements described in range statement
- causes of skin reactions and allergies in regard to body treatments
- principles and properties of electricity as they relate to body treatments
- ethical and legal implications of the practice of body treatments

- completion of workplace documentation relevant to providing body treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS301A Apply the principles of skin biology to beauty treatments
- SIBBCCS404AWork in a skin therapies framework
- SIBBCCS405A Develop treatment plans
- SIBBCCS406A Use electricity in beauty therapy treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- outcomes of previous treatments
- relevant medical history
- medications being used
- contraindications
- massage techniques, including types, frequency and duration of movements
- electrical treatments
- tools and equipment selected.

Contraindications may

- those which prevent body electrical treatment:

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include:

- contagious skin diseases
- dysfunction of nervous system
- heart diseases and disorders
- pacemakers
- cancer-related treatments
- recent scar tissue
- undiagnosed lumps
- inflammations and swellings
- medications that cause thinning or inflammation of skin

- those which restrict body electrical treatment:
  - diabetes
  - epilepsy
  - high or low blood pressure
  - history of thrombosis or embolism
  - metal pins or plates
  - pregnancy
  - piercings
  - anxiety
  - varicose veins
  - cuts
  - abrasions and bruises
  - recent dermabrasion or chemical peels
  - intense pulsed light (IPL) or laser and epilation.

Body condition may include:

- cellulite
- poor muscle tone
- sluggish circulation
- uneven skin texture.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Treatment objectives may include:

- improved skin and body condition
- improved contour and muscle condition.

Factors that may prevent or restrict the treatment may include:

- other medical treatment being undertaken
- pregnancy
- client's physical and psychological readiness or wellness
- cultural factors

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	• contraindications to treatment • planned post-massage activity.
Mode of administration may include:	• exposure of sections of the body • rotating of exposure around the body • use of oils and treatments • requirement for feedback and interaction • massage technique • variations in application intensity • requirements of specific positioning of client.
Treatment area must include:	• torso • back • neck • décolletage • arms • legs.
Body treatment products may include:	• exfoliants • nourishing creams.
Electrical equipment must include:	• high frequency - direct and indirect • brush machines • steamer or vapourzone • galvanic.
Electrical equipment may include:	• micro current • low level intensity laser • low frequency neuromuscular electronic stimulator • heat blanket • infra-red lamp • ultraviolet light • mechanical massager.
Reactions may include:	• pain or discomfort • verbal, tactile or visual feedback • muscular spasms • allergy or reactions to body oils or treatments • skin blemishes due to massage stimulation • bruising • temperature discomfort • joint sounds • client relaxation • emotional release.
Responses to reactions may include:	• adjusting treatment accordingly • seeking appropriate expertise • discussing reaction with client

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	• adhering to workplace guidelines for dealing with emergencies • accessing local emergency services.
Equipment to stimulate circulation may include:	• vapourzone • high frequency • infra-red light therapy • hydrotherapy • vibratory apparatus • gyratory apparatus.
Post-treatment adverse effects may include:	• erythema resulting from treatment, massage medium or skin care product • skin blemishes due to massage stimulation • bruising • allergic reactions of the skin or body to treatment or products • psychological reactions of client to the electrical current, treatment or product.
Future treatment program may include:	• further body treatments • complementary treatments.
Home-care advice may include:	• dietary habits • lifestyle advice.

Unit Sector(s)

Beauty

Competency Field

Body Services

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SIBBBOS403A Perform aromatherapy massage

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform an aromatherapy massage using pre-blended aromatic plant oils. The therapist performing the aromatherapy massage treatment is required to interpret the treatment plan, explain the administration of the treatment to client and adapt the plan as required during the service in response to client reaction.

Aromatherapy massage is performed in response to client consultation and assessment, conducted to meet client objectives, and recorded on a treatment plan. It could be an individual aromatherapy massage treatment or form part of a series of treatments that have been designed to meet client requirements.

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

SIBBBOS401A Perform body massage

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for aromatherapy massage treatments.	1.1 Review client ***treatment plan.***
	1.2 Clearly explain ***contraindications*** to ***client*** and take ***necessary action***.
	1.3 Ensure advice offered to clients regarding medical follow-up of contraindications is offered tactfully and without reference to specific medical conditions.
	1.4 Explain ***effects and benefits*** of selected essential oils and pre-blended oils to client.
	1.5 Confirm ***treatment objectives*** and plan with client and ensure consent.
	1.6 Set up and monitor the service area to meet ***workplace requirements***.
2 Manage aromatherapy massage treatments.	2.1 Use energy, water and other resources efficiently during preparation and subsequent treatment process to reduce negative environmental impacts.
	2.2 Select ***pre-blended oils*** according to individual product specifications and treatment plan.
	2.3 Interpret and apply product specifications and workplace policies and procedures for ***care, handling and storage*** of pre-blended oils.
	2.4 Safely dispose of treatment waste to minimise negative environmental impacts.
	2.5 Drape client to sequentially expose the ***treatment area*** while ensuring client comfort and modesty.
3 Perform safe and effective aromatherapy massage.	3.1 Select and sequence the treatment routine according to client treatment plan.
	3.2 Apply and remove essential oils and pre-blended oils according to agreed treatment plan, workplace practice and product specifications.
	3.3 Apply ***massage movements*** and ***massage routine*** according to

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	agreed treatment plan.
	3.4 Vary the length of massage routine to suit treatment objectives and workplace time frames.
	3.5 Recognise ***reactions*** to treatment and ***respond*** if necessary.
4 Review treatment and provide post-treatment advice.	4.1 Obtain ***client feedback*** and record relevant ***outcomes of treatment***.
	4.2 Recommend ***future treatment program*** and revise treatment plan according to client needs.
	4.3 Explain potential ***post-treatment adverse effects*** to client.
	4.4 Provide ***home-care advice*** according to client needs.
	4.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - interpret treatment plan and adapt treatment to accommodate changes in client's physical condition
  - apply a defined range of massage movements and routines according to agreed treatment plan
  - apply a range of treatment products and pre-blended oils suitable to client's needs
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to:
  - read and apply relevant workplace documents and manufacturers' product information and safety data sheets
  - read, interpret and adjust treatment plans as appropriate
- time-management skills to manage time throughout treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- infection control procedures and application of universal precautions

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- workplace policies and procedures in regard to aromatherapy massage
- effects and benefits of a defined range of treatment products, essential oils and pre-blended oils
- anatomy and physiology of the skin and skin structures as they relate to aesthetic aromatic treatments, including percutaneous absorption and factors affecting penetration of essential oils and other aromatic treatment products
- contraindications and adverse effects
- ingredients in pre-mixed oils particularly in regard to their effects on the skin and possible contraindications in combination with other products or circumstances
- causes of skin reactions and allergies in regard to aromatic aesthetic treatments
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- confirming treatment plan and adapting treatment to accommodate changes in client's condition
- preparing massage area and client for aromatherapy massage treatments
- reading, interpreting and applying product specifications for pre-blended oils
- knowledge and skill in application of pre-blended oils along with a variety of massage routines and movements
- evaluating an aromatherapy massage treatment and advising client on future treatments, home care and complementary products
- accurately and legibly recording relevant data on client treatment plans.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by assessor or technical expert working in partnership with assessor as described in Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

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Assessment must ensure access to:

- a simulated environment, which includes as a minimum:
  - individual client workstations
  - adjustable massage table
  - apprppriate supply of towels
  - client gown
  - client cover
  - trolley
  - a range of pre-blended oils from a professional range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different aromatherapy treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observing learner performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - discussing variations to treatment plan with client
  - selecting and sequencing massage routines according to client's needs
  - handling and storing pre-blended oils according to workplace policies and procedures
  - providing post-treatment advice and making treatment recommendations to the client
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - effects and benefits of a defined range of treatment products and pre-blended oils
  - anatomy and physiology of the skin and skin

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structures as they relate to aesthetic aromatic treatments, including percutaneous absorption and factors affecting penetration of essential oils
    - appearance of contraindications and adverse effects
    - ingredients in relevant oils particularly in regard to likely effects on the skin and possible contraindications in combination with other oils or circumstances
    - causes of skin reactions and allergies in regard to aromatic aesthetic treatments
    - safe use of pre-blended oils
    - safe storage and handling of essential oils
- completion of workplace documentation relevant to providing aromatherapy massage services
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment incorporating other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS404A Work in a skin therapies framework.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- treatment duration
- products
- massage routine
- massage movements
- tools and equipment
- contraindications
- relevant medical history and medications
- outcomes of previous treatments.

Contraindications may include:

- infectious disease suggested by fever, lethargy and nausea until reviewed and cleared by a medical

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	practitioner
	• symptoms that do not have a logical explanation and should be referred to a medical practitioner, including:
	  • pain: local, sharp, dull, deep and surface
	  • extreme fatigue
	  • inflammation
	  • lumps and tissue changes
	  • severe oedema
	  • infection
	  • bleeding and bruising
	  • hot or cold extremes of body temperature
	• factors that may restrict treatment or require adaptation of the body massage, such as:
	  • skin trauma
	  • lesions
	  • rashes.

Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Necessary action may include:	• the following actions across a range of clients:
	  • encouraging client to seek medical advice
	  • explaining why service cannot be carried out
	  • modifying body massage service
	  • refusing unsuitable client.

Effects and benefits may include:	• relaxation • rejuvenation of skin • skin healing • muscular tension relief • improved sleeping pattern.
Treatment objectives may include:	• relaxation • rejuvenation of skin • skin healing • muscular tension relief • improved sleeping pattern.
Workplace requirements may include:	• health and hygiene • service area and product set-up • environmental control.

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Pre-blended oils may include:	• combinations of the following oils:
	  • lavender
	  • juniper
	  • chamomile
	  • rosemary
	  • eucalyptus
	  • geranium
	  • citrus: lemon, lime, mandarin, grapefruit and tangerine
	  • melaleuca, tea tree, cajuput and niaouli
	  • frankincense
	  • rose
	  • sandalwood
	  • clary sage.

Care, handling and storage may include:	• clear and accurate labelling • decanting and resealing • protection from light • temperature control.
Treatment area may include:	• torso • back • neck • décolletage • arms • legs.
Massage movements must include combination of movements designed to achieve client treatment objectives, and should be drawn from the following:	• passive soft tissue movement • gliding techniques • longitudinal stroking • kneading • soft tissue being mobilised with rhythmical circular rolling movements • friction techniques • compressive techniques • petrissage • superficial lymph drainage techniques.
Massage routine must include:	• rhythm • repetition • variation.
Reactions may include:	• pain or discomfort • verbal, tactile or visual feedback

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	• muscular spasms • allergy or reactions to body oils or treatments • skin blemishes due to massage stimulation • bruising • temperature discomfort • joint sounds • client relaxation • emotional release.
Responses may include:	• adjusting treatment accordingly • seeking appropriate expertise • discussing reaction with client • adhering to workplace guidelines for dealing with emergencies • accessing local emergency services.
Client feedback may include:	• comments • suggestions • enquiries.
Outcomes of treatment may include:	• client satisfaction • adverse effects.
Future treatment program may include:	• further body treatments • complementary treatments • number and frequency of future aromatherapy treatments • variation in type of pre-blended oils.
Post-treatment adverse effects may include:	• erythema or inflammation arising from pre-blended oils or treatment products • skin blemishes due to massage stimulation • nausea, headache, dizziness and drowsiness • allergic reactions of skin or body to treatment products.
Home-care advice may include:	• basic exercises • nutrition advice • rest.

Unit Sector(s)

Beauty

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Competency Field

Body Services

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SIBBBOS504A Apply aromatic plant oil chemistry to beauty treatments

Modification History

Not applicable.

Unit Descriptor

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

In order to select and blend aromatic plant oils for aromatic face and body treatments the therapist is required to develop a thorough knowledge of their characteristics. This unit describes the process of identifying the properties, origins and therapeutic profiles of a limited range of aromatic plant oils and carrier oils that may be selected and blended.

Application of the Unit

This unit applies to beauty therapists in facial, body, hand or foot massage treatments, exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify the properties of a range of aromatic oils.	1.1 Identify ***general properties*** of aromatic plant oils. 1.2 Identify ***plant information*** of a range of ***aromatic plant oils***. 1.3 Prepare ***profiles*** of a range of aromatic plant oils. 1.4 Identify type and structure of ***different bonds*** found in aromatic plant oils.
2 Apply organic chemistry to aromatic oil properties.	2.1 Identify and evaluate ***carbon backbone*** and ***functional groups*** of aromatic plant oils. 2.2 Identify and apply ***chemical terminology*** of aromatic plant oils. 2.3 Identify ***processes that affect the chemistry*** of selected aromatic plant oils. 2.4 Determine ***solubility*** of aromatic plant oils. 2.5 Determine ***emulsifiers and dispersants*** for aromatic plant oils.
3 Evaluate properties of carrier oils.	3.1 Identify differences between aromatic plant oils and ***carrier oils***. 3.2 Identify commonly used carrier oils and their ***characteristics.*** 3.3 Evaluate ***quality*** of carrier oils. 3.4 Identify and evaluate carrier oils that may be used as ***additives*** in an aromatic plant oil blend. 3.5 Identify and evaluate ***other mediums*** that may be used as alternatives to carrier oils.
4 Apply chemical information to beauty treatments.	4.1 Identify ***uses of aromatic plant oils*** in beauty treatments. 4.2 Determine ratios of ***ingredients*** used when blending aromatic plant oils for use in beauty treatments. 4.3 Apply ***relevant legislation and codes*** and ***workplace policies and procedures*** to ensure safe ***storage and handling*** of ingredients. 4.4 Identify and apply ***storage and labelling requirements*** to relevant legislation and workplace policies and procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - apply botanical knowledge of selected aromatic plant oils to a range of beauty treatments
  - apply chemical knowledge of selected aromatic plant oils to a range of beauty treatments
  - apply knowledge of carrier oils and additives to design the blended oils for use in a range of beauty treatments
- literacy skills to read and apply manufacturers' product information, including plant oil origin, chemical analysis and safety data sheets.

Required knowledge

The following knowledge must be assessed as part of this unit:

- common name, botanical name, and plant family and characteristics for each aromatic plant oil listed in range statement
- chemical composition of selected aromatic plant oils
- processes affecting chemistry of aromatic plant oils
- commonly used carrier oils and their characteristics
- effects and benefits of a defined range of aromatic plant oils, carrier oils and additives
- adverse and beneficial interactions of aromatic plant oils
- anatomy and physiology of the skin and skin structures as they relate to percutaneous absorption of aromatic plant oils, carrier oils and additives
- skin sensitivity and allergies to aromatic plant oils
- uses of aromatic plant oils in beauty treatments.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying common names, botanical names and plant family of twelve selected aromatic plant oils • applying properties and profiles of minimum of twelve

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aromatic plant oils
- applying organic chemistry in selecting and preparing aromatic plant oils for use in range of beauty treatments
- applying knowledge of properties of carrier oils and additives
- applying knowledge of appropriate ratios of aromatic plant oils to carrier oils, additives and other mediums for use in a range of beauty treatments
- applying safe work practices when storing and handling ingredients
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - aromatic plant oils preparation and storage area
  - range of aromatic plant oils, carrier oils and additives
- text and online information relating to application of aromatic plant oils in beauty treatments
- product information and safety data on range of aromatic plant oils, carrier oils and additives
- a range of clients with different aromatherapy treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learner performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - evaluating carbon backbone and functional groups

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of selected aromatic oils
    - identifying proportions of carrier oils and additives for aromatic plant oil blends for use in beauty treatments
    - consistent application of workplace policies and procedures and safe work practices when storing and handling ingredients
- case studies, written and oral questioning or interview to test knowledge of such things as:
    - common names, botanical names and plant family of twelve selected aromatic plant oils
    - properties and profiles of a minimum of twelve aromatic plant oils
    - application of organic chemistry in selection and preparation of aromatic plant oils for use in a range of beauty treatments
    - properties of carrier oils and additives
    - appropriate ratios of aromatic plant oils to carrier oils, additives and other mediums for use in a range of beauty treatments
    - uses of aromatic plant oils
- completion of workplace documentation relevant to applying aromatic plant oil chemistry to beauty treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS505A Blend and apply a range of aromatic plant oils for beauty treatments
- SIBBCCS407A Interpret the chemical composition and physical actions of cosmetic products.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

General properties may include:	• odour • volatility • flammability • concentration • viscosity • lipophilicity • hydrophilicity.
Plant information must include:	• common name • synonym • botanical name • plant family.
Aromatic plant oils may include:	• basil • bergamot • cajeput • chamomile • cypress • eucalyptus • geranium • grapefruit • juniper • lavandin • lavender • lemon • mandarin • niaouli • orange • rosemary • sandalwood • tea tree.
Profiles must include:	• existing chemotypes • extraction method • colour and odour characteristics.
Different bonds may include:	• single • double • triple.
Carbon backbone must include:	• elements • bonds.
Functional groups may	• alcohols • phenols

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include:	• aldehydes • ketones • organic acids • esters • ethers • lactones • amines/imines • sulphides • furocoumarins.
Chemical terminology must include:	• isoprene unit • aliphatic molecule • terpene and terpenoid compound • monoterpene and sesquiterpene • monoterpenol and sesquiterpenol.
Processes that affect the chemistry may include:	• oxidation • temperature variations • exposure to light.
Solubility may include:	• water soluble • oil soluble.
Emulsifiers and dispersants may include:	• lecithin oil • alcohols • creams.
Carrier oils may include:	• almond • apricot • grape seed • peach • macadamia • sesame seed • soya bean • safflower • sunflower.
Characteristics may include:	• chemical components • smell • taste • colour • viscosity.
Quality may include:	• grading process • storage • handling • shelf life.

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Additives may include:	• arnica • avocado • borage • calendula • carrot (infused) • evening primrose • jojoba • hazelnut • hypericum • linseed • olive oil • pumpkin seed • rose hip • wheatgerm.
Other mediums may include:	• alcohol • clay • creams • dispersants • gels • macerations • tinctures • hydrosols • water.
Uses of aromatic plant oil may include:	• relaxation • stress reduction • skin care • alleviation of headaches and migraines.
Ingredients may include:	• aromatic plant oils • carrier oils • additives • other mediums.
Beauty treatments may include:	• facial treatments • body treatments • hand and foot treatments • spa treatments.
Relevant legislation and codes may include:	• Therapeutic Goods Act • occupational health and safety • industry codes of practice.
Workplace policies and procedures may include:	• health and hygiene • environmental controls • storage of products

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	• care and use of equipment.
Storage and handling may include:	• temperature control • light exposure • ventilation.
Storage and labelling requirements may include:	• listing ingredients • listing contraindications • decanting oils.

Unit Sector(s)

Beauty

Competency Field

Body Services

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SIBBBOS505A Blend and apply a range of aromatic plant oils for beauty treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to blend and apply aromatic plant oils for use in a range of beauty treatments. The unit requires the beauty therapist to interpret the client's treatment plan and blend a range of aromatic plant oils.

Application of the Unit

This unit applies to beauty therapy salon or spa environments. The blended oils may be applied as part of aromatic facial treatments, aromatic body massage, hand treatments, foot treatments or water-based spa treatments.

The unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access ***client's treatment plan***.
	1.2 Identify and note ***variations to the treatment plan*** according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.3 Confirm treatment plan with client.
	1.4 Select ***aromatic plant oils, carrier oils, additives and other mediums*** according to agreed treatment plan and ***client requirements***.
2 Blend aromatic plant oils.	2.1 Prepare service area and ***equipment*** according to workplace procedures.
	2.2 Blend ***ingredients*** according to agreed treatment plan and workplace procedures.
	2.3 Apply safe ***storage and labelling procedures*** according to relevant legislation and workplace policies and procedures.
	2.4 Apply waste management practices to minimise negative environmental impacts.
3 Apply aromatic plant oil blends.	3.1 Adjust ***service area environment*** according to agreed treatment plan, relevant legislation and workplace policies and procedures.
	3.2 Prepare client according to ***beauty treatment*** being provided.
	3.3 Prepare required ***equipment*** and ***materials*** according to agreed treatment plan, relevant legislation and workplace policies and procedures.
	3.4 Apply aromatic plant oil blend according to agreed treatment plan and workplace policies and procedures.
	3.5 Apply ***massage techniques*** as required according to agreed treatment plan.
	3.6 Monitor treatment and adjust in response to any ***adverse effects***.
4 Review treatment and provide post-treatment advice.	4.1 Obtain client feedback and amend treatment plan as required.
	4.2 Recommend ***future treatment program*** according to client requirements.
	4.3 Provide ***home-care advice*** according to client needs.
	4.3 Provide home-care advice according to client needs.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - interpret treatment plans and identify and adjust to changes in client's condition
  - prepare and apply aromatic plant oil vaporisation, compresses and poultices
  - prepare and apply aromatic plant oils for body, face and hand/foot treatments
  - safely store and handle aromatic oils and carrier oils
- self-management skills to maintain practitioner self-care practices, including:
  - ventilation in treatment area
  - fresh air between clients
  - water intake
- literacy skills to:
  - read and apply product information and safety data
  - interpret and adjust treatment plans
- numeracy skills to calculate required product quantities and ratios.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions
- organic chemistry of aromatic plant oils
- adverse and beneficial interactions of blended aromatic plant oils
- anatomy and physiology of the skin and skin structures as they relate to beauty treatments, including:
  - normal skin response to irritation and trauma
  - effects of workplace treatments on physical structure of the skin
  - trans-epidermal water loss
  - percutaneous absorption and factors affecting penetration of aromatic plant oils
- skin function, including causes of skin reactions and allergies in regard to blended aromatic plant oils
- olfactory sense in regard to aromatic plant oil blends
- cosmetic chemistry and ingredients of relevant products, particularly in regard to:
  - their likely effects on the skin
  - toxic effects of various substances

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    - possible contraindications in combination with other products or circumstances
- environmental impact of ingredients in relevant products, and minimal impact practices to reduce these.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting a treatment plan and adapting treatment to accommodate changes in client's condition
- knowledge and skill in blending oils for beauty treatments aimed at relaxation, stress reduction, skin care and alleviation of headaches
- selecting and applying appropriate massage movements for face, body, hands and feet
- preparing and applying aromatherapy vapour, compress and poultice treatments
- evaluating an aromatherapy massage treatment and advising client on future treatments, home care and complementary products
- accurately and legibly recording relevant data on client treatment plans.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
    - individual client workstation
    - an aromatic plant oils preparation and storage area
    - a range of aromatic plant oils, carrier oils and additives

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- adjustable massage table
- apprppriate supply of towels
- client gown
- client cover
- trolley

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product information and instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different aromatherapy treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learner performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - selecting ingredients according to client's treatment plan
  - handling, measuring and mixing aromatic plant oils and ingredients using appropriate ratios to meet client's requirements
  - performing aromatic treatments on body, face, hands and feet
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of aromatic plant oil chemistry and blending procedures, including a knowledge of health, hygiene and safety for client and practitioner
- completion of workplace documentation relevant to providing aesthetic aromatherapy massage services
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for

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example:

- SIBBBOS403A Perform aromatherapy massage
- SIBBBOS504A Apply aromatic plant oil chemistry to beauty treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Treatment plan may include:

- previous treatments
- beauty treatments and services
- treatment routine
- client needs and characteristics
- aromatic plant oils
- carrier oils
- additives
- other mediums
- ratio of ingredients
- contraindications:
  - migraines, headaches, nausea and dizziness
  - severe circulatory disorders
  - aroma triggered epilepsy
  - dysfunction of nervous system or excretory system
  - areas of recent scar tissue or areas exhibiting loss of tactile sensation
  - abdominal area treatments for pregnant women, especially in first trimester (some oils contraindicated completely)
  - bacterial, viral or fungal infections
  - scabies
  - boils and carbuncles

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- acne
- rashes
- pigmentation disorders
- disorders of ageing skin
- other visible non-normal skin.

Variations to treatment plan may include:

- changes in client's physical condition
- changes in client requirements.

Relevant legislation and codes may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety regulations
- privacy
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene
- record keeping
- designated time frame for service
- stock control
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency.

Aromatic plant oils must include:

- oils included in and restricted to the list below:
  - basil
  - bergamot
  - cajeput
  - chamomile
  - cypress
  - eucalyptus
  - geranium
  - grapefruit
  - juniper
  - lavandin
  - lavender
  - lemon
  - mandarin
  - niaouli

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- orange
- rosemary
- sandalwood
- tea tree.

Carrier oils may include:

- almond
- apricot
- grape seed
- peach
- macadamia
- sesame seed
- soya bean
- safflower
- sunflower.

Additives may include:

- arnica
- avocado
- borage
- calendula
- carrot (infused)
- evening primrose
- jojoba
- hazelnut
- hypericum
- linseed
- olive oil
- pumpkin seed
- rose hip
- wheatgerm.

Other mediums may include:

- alcohol
- clay
- creams
- dispersants
- gels
- hydrosols
- tinctures
- macerations
- water.

Client requirements may include:

- relaxation
- stress reduction
- skin care
- alleviation of headaches and migraines.

Equipment may include:

- bowls

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	• beakers • pipettes • spoons.
Ingredients may include:	• aromatic plant oils • carrier oils • additives • other mediums.
Storage and labelling procedures may include:	• decanting • listing ingredients.
Service area environment may include:	• privacy • temperature • lighting • ventilation • music.
Beauty treatments may include:	• aromatic facial • aromatic massage • hand and foot treatment • spa treatment.
Equipment may include:	• vaporiser • foot/hand bath • sitz bath • bath or spa.
Materials may include:	• poultice • compress.
Massage techniques must include a combination of movements designed to achieve client treatment objectives and should be drawn from the following:	• passive soft tissue movement • gliding techniques • longitudinal stroking • kneading • soft tissue is mobilised with rhythmical circular rolling movements • friction techniques • compressive techniques • petrissage • superficial lymph drainage techniques.
Adverse effects may include:	• erythema • nausea • headache • dizziness.
Future treatment program may include:	• aromatherapy treatments • beauty therapy treatments • spa treatments.

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Home-care advice may include:	• home use of any excess oil blend following treatment • lifestyle advice.

Unit Sector(s)

Beauty

Competency Field

Body Services

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SIBBBOS506A Use reflexology relaxation techniques in beauty treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to integrate basic reflexology relaxation techniques into body treatments.

Body treatments are performed in response to a client consultation and assessment, conducted and recorded on a treatment plan. They involve the application of a combination of manual and other selected techniques.

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

In this context, reflexology may be integrated with other techniques as part of a broader treatment. This may involve the application of reflexology techniques in a single treatment or as part of a series of body treatments that have been designed to meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
1 Manage the treatment.	1.1 Access and review ***client's treatment plan***.
	1.2 Explain ***factors that may interfere with the effectiveness of the treatment***.
	1.3 Discuss ***principles of reflexology*** with client.
	1.4 Explain ***mode of administration*** and management of treatment to client.
	1.5 Identify and note recommendations and ***variations to the treatment plan.***
	1.6 Inform client of possible physical and emotional ***reactions during the treatment.***
2 Prepare for service.	2.1 Prepare service area, operator and client for treatment according to ***relevant legislation and codes, workplace policies and procedures*** and treatment plan.
	2.2 Drape client for warmth, with feet and hands exposed as appropriate.
	2.3 Select approapriate ***massage medium***.
3 Apply reflexology relaxation techniques.	3.1 Treat ***zones of the body*** according to client treatment plan.
	3.2 Select and sequence ***reflexology relaxation techniques*** according to agreed treatment plan.
	3.3 Apply reflexology relaxation techniques according to client treatment plan, tissue condition and client sensitivity.
	3.4 Use ***leverage*** and ***pressure*** as required to apply specific techniques, while holding and supporting the foot adequately.
	3.5 ***Work on reflexology points of both feet*** according to body systems or using an appropriate sequence.
	3.6 Monitor client response throughout treatment and adapt reflexology techniques and length of routine as required.
	3.7 Ensure ***length of session*** is appropriate for client and for techniques and sequence used.
4 Review treatment and provide post-treatment advice.	4.1 Obtain ***client feedback*** and recommend ***future treatment program***.
	4.2 Amend treatment plan and confirm with client.
	4.3 Explain potential ***post-treatment adverse effects*** to client.

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4.4 Provide ***home-care advice*** according to client needs.

4.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - apply commonly used treatment techniques listed under the range of variables
  - provide treatment according to the individual, condition and presence of complicating factors
  - prepare clients for treatment according to reflexology principles
  - provide treatment and record client responses
  - ensure all treatment/care delivered is consistent with legislative and regulatory requirements
  - identify major bones and structure, muscles, ligaments and tendons of the feet through palpation
  - gather and interpret information through touch
- time-management skills to manage time throughout consultation and treatment
- self-management skills to use equipment and resources competently and safely
- communication skills to communicate effectively with clients.

Required knowledge

The following knowledge must be assessed as part of this unit:

- history, philosophies and beliefs of reflexology
- anatomy and physiology in relation to a reflexology framework
- best practice reflexology principles
- fundamental structure and function of anatomical systems
- fundamental principles of biomechanics
- possible reactions and contraindications to treatment
- legal and regulatory implications to treatment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- interpreting treatment plan and making any adjustments required by variations in client's condition
- applying knowledge of relationship between muscles and organs to zones of body when using reflexology techniques
- applying a variety of reflexology relaxation techniques
- recognising and managing contraindications and adverse effects
- evaluating application of reflexology relaxation techniques and advising client on future treatments
- accurately and legibly recording relevant treatment data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstations
  - adjustable massage couch with safe working access for operator and equipment
  - a relevant professional massage medium
  - apprppriate supply of towels
  - client gown
  - client cover
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals

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- a range of clients with different reflexology requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing the client for application of reflexology relaxation techniques
  - applying reflexology relaxation techniques according to client's treatment plan
  - providing advice on home care
- case studies and scenarios to discuss issues and strategies to contribute to best practice
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of reflexology relaxation techniques in beauty treatments, including the application of health and hygiene procedures
- completion of workplace documentation relevant to using reflexology relaxation techniques in beauty treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBCCS403A Recognise body structures and systems in a beauty therapy context
- SIBBCCS405A Develop treatment plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Treatment plan may include:

- recommendations
- treatment routine
- products
- contraindications:
  - bacterial, viral or fungal infections
  - inflamed skin
  - rashes
  - blisters, corns and calluses
  - hammer toes
  - impetigo
  - boils and carbuncles
  - scabies
  - rashes
  - lesions
  - cuts
  - bruising
  - sprains
  - broken bones
- adverse effects of previous treatments
- outcomes of previous treatments.

Factors that may interfere with the effectiveness of treatment may include:

- medical treatment being undertaken
- client's physical and psychological readiness and/or physical conditions
- wellness
- cultural factors
- contraindications to treatment
- post-reflexology activity.

Principles of reflexology must include:

- zones of the body
- reflex areas
- pressure points.

Mode of administration may include:

- use of oils, creams, lotion, talcum powder and corn starch
- requirement for feedback and interaction

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	• range of relaxation and reflexology techniques • variations in hold, leverage and pressure intensity, according to tissue condition, age, health and sensitivity of client • requirements of specific positioning of client • requirements of finishing techniques.
Variations to treatment plan may include:	• changes in client's physical condition • changes in client requirements.
Reactions during the treatment may include:	• discomfort • emotional reactions • feedback - verbal, tactile and visual • muscular spasms • body temperature discomfort • deep relaxation • alleviation of presenting symptoms.
Relevant legislation and codes may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety regulations • industry codes of practice.
Workplace policies and procedures may include:	• health and hygiene • designated time frame for service • environmental controls.
Massage mediums may include:	• oil • cream • powder.
Zones of the body may include:	• heart • lung • large intestine • small intestine • stomach • bladder • gall bladder • kidney • liver • pericardium • spleen • pancreas.
Reflexology relaxation techniques must include:	• stroking and effleurage techniques • light and deep friction • holding • breathing

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	• knuckling • rotation and loosening • stretching • kneading • twisting and wringing • diaphragm relaxer • spinal twist • toe rotation.
Leverage may include:	• heels of hands • fingers • thumbs.
Pressure may include:	• light • average • heavy.
Working on reflexology points on both feet may include:	• working on both feet completely for maximum effect • specific attention given to particular reflexology • areas in relation to client's state of wellbeing • working on feet in relation to body systems • working on feet one at a time.
Length of session may include:	• a general session of reflexology, which may be of one hour's duration or more • shorter sessions, appropriate for elderly • sessions designed for infants and the debilitated.
Client feedback may include:	• comments • suggestions • enquiries.
Future treatment program may include:	• reflexology treatments • complementary treatments.
Post-treatment adverse effects may include:	• increased urination • increase bowel movements • disturbed sleep • headaches • cold-like symptoms due to detoxification.
Home-care advice may include:	• dietary habits • lifestyle • use of home-care products • relaxation techniques.

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Unit Sector(s)

Beauty

Competency Field

Body Services

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SIBBCCS301A Apply the principles of skin biology to beauty treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply an understanding of the composition and function of normal skin in promoting and enhancing skin care in the application of beauty services and advising on home-care products.

This unit requires the operator to demonstrate in their practice an understanding of skin biology as it applies to beauty treatments and in the promotion of healthy skin through provision of skin care advice. Knowledge of relevant legislation and workplace policies and procedures, particularly in regard to safety and hygiene, is also required.

Application of the Unit

This unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Apply knowledge of skin structure and function to beauty treatments.	1.1 Identify relevant principles of skin biology and apply to beauty treatments according to ***relevant legislation*** and ***workplace policies and procedures***. 1.2 Identify anatomical structure of the epidermis, dermis and hypodermis. 1.3 Identify ***main functions and roles of the skin.*** 1.4 Identify ***structure, function, distribution and development of the glands of the skin***. 1.5 Identify ***skin colour and reaction to light*** and relate to beauty treatments. 1.6 Identify role of the skin in homeostasis and thermoregulation. 1.7 Identify process of primary and secondary melanisation. 1.8 Identify process of primary and secondary erythema. 1.9 Identify ***role of the skin as a sense organ*** and the importance of variations in sensory perception in a range of beauty treatments.
2 Apply knowledge of the structure and function of hair to beauty treatments.	2.1 Identify protective role of hair and ***gross structural features of the pilobaceous unit***. 2.2 Identify ***structural and cellular features of hair and hair follicles***. 2.3 Identify ***process of hair growth and the hair growth cycle***, and how they relate to beauty treatments. 2.4 Recognise ***effects of beauty treatments*** on hair and relate these to beauty treatments.
3 Promote skin health and care.	3.1 Apply knowledge of skin biology to planning and performance of beauty treatments to maximise promotion of skin health and care. 3.2 Apply knowledge of environmental damage to skin to advise clients and minimise skin changes. 3.3 Minimise damage to skin when performing beauty treatments

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particularly in regard to hair removal and skin or hair colouration.

3.4 Apply relevant principles of skin biology in ***provision of skin care and service advice.***

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to possible skin damage situations
  - identify client characteristics and recommend services
- literacy skills to source, read and apply relevant information on skin biology
- communication skills to respond to questions and provide information, advice and reassurance to clients on skin care and beauty services.

Required knowledge

The following knowledge must be assessed as part of this unit:

- provision of relevant health and hygiene regulations and requirements and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- principles of skin biology as they relate to beauty treatments
- workplace policies and procedures in regard to beauty treatments
- skin biology in relation to beauty treatments and procedures
- effects of intense pulsed light (IPL) and laser hair removal on the skin.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying knowledge of:
  - main functions and role of skin
  - structure, function, distribution and

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development of glands of skin
    - skin colour and reaction to light and implications for beauty industry
    - role of the skin in homeostasis and thermoregulation
- applying a range of beauty treatments, using a variety of techniques and procedures involving skin care
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- text and online resources
- relevant workplace documentation including:
    - manufacturer's equipment instructions
    - product instructions
    - manufacturer safety data sheets
    - workplace policies and procedures manuals, including workplace services and prices
- a range of clients with different skin and hair characteristics and treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
    - applying principles of skin biology in client analysis
    - completing client skin analysis and treatment

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plans
- providing skin treatment and care advice for a range of beauty treatments

- third-party reports from technical experts
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of composition and structure of normal skin
- completion self-paced learning materials, including personal reflection and feedback from the trainer or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS401A Perform body massage
- SIBBBOS402A Provide body treatments
- SIBBBOS403A Perform aromatherapy massage
- SIBBCCS405A Develop treatment plans
- SIBBFAS302A Provide lash and brow treatments
- SIBBFAS404A Provide facial treatments
- SIBBFAS405A Provide advanced facial treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:
- federal, state or territory, and local health and hygiene regulations
- occupational health and safety.

Workplace policies and procedures may include:
- health and hygiene
- safety guidelines
- comfort and privacy
- designated time frames for completion of the service.

Main functions and role of the skin must include:
- integumentary system
- relevant skin surface anatomy

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	• major epidermal appendages and dermal structures • major cells of epidermis • role of vascular, connective and nervous tissue in dermis.
Structure**, **function**, **distribution and development of the glands of the skin must include:	• production, composition and functions of sebum • production, composition and functions of eccrine and apocrine sweat fluids • control of sweat and sebaceous gland activity.
Skin colour and reaction to light must include:	• main factors contributing to skin colour • origin, structure and location of melanocytes and keratinocytes • optical properties of skin in relation to reflection, transmission and absorption of light • relationship between skin type, minimal erythermal dose, skin protection factor and sunscreen use • normal responses of keratinocytes to ultraviolet radiation (UVA and UVB) • normal responses of melanocytes to ultraviolet radiation (UVA and UVB) • Fitzpatrick scale.
Role of skin as a sense organ must include:	• stimuli and receptors • process of nerve conduction • types of receptors • systems and pathways of sensory and motor neuronal conduction • variations in sensory perception and their importance in a range of beauty treatments.
Gross structural features of the pilobaceous unit must include:	• structural and cellular features of hair follicle • sebaceous glands • arector pili muscle.
Structural and cellular features of hair and hair follicles must include:	• hair shaft • layers of hair • hair root and follicle.
Process of hair growth and the hair growth cycle must include:	• process of hair growth • hair growth cycle • anagen (growth phase) • catagen (transitional stage) • telogen (resting phase) • influences on hair growth rate.
Effects of beauty treatments may include:	• hair reduction treatments: • epilation

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Provision of skin care and service advice may include:	• depilation
	• perming.
	• lifestyle changes:
	  • sun protection
	  • skin care
	  • effects of nutrition on skin and hair
	• product advice
	• advice on further services.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS302A Advise on beauty services

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to advise clients on a range of beauty services. This unit describes the research and communication skills required to provide advice on beauty treatments and products that meet the needs of clients. This advice may lead to the operator providing beauty services or the referral of the client to another operator.

Application of the Unit

This unit describes the application of advice in nail salons, beauty salons and spa settings, in order to create a buying environment.

The unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Develop product knowledge.	1.1 Develop and maintain knowledge of ***products***, and convey to other staff members as required.
	1.2 Develop knowledge of ***services and treatments***.
	1.3 Apply ***comparisons*** between treatments, and products and services.
	1.4 Demonstrate knowledge of competitors' product, service and treatment range and pricing structure.
	1.5 Identify workplace product, service and treatment range.
2 Identify and recommend beauty products and services.	2.1 Evaluate products and services and treatments according to type, environmental impact, ***client*** needs, characteristics and price range.
	2.2 Demonstrate features and benefits of products, services and treatments to clients to create a buying environment according to ***legal requirements.***
	2.3 Apply detailed specialised knowledge of products, services and treatments to advise clients.
	2.4 Explain and clearly demonstrate products, services and treatments where applicable.
	2.5 Consistently take opportunities to advise or demonstrate to clients who are unfamiliar with aspects of beauty products and services.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:

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    - identify client requirements and needs
    - provide product advice and demonstrate products or services where appropriate
- customer service skills to:
    - sell products and services
    - deal with clients in a culturally appropriate manner
- communication skills, including:
    - listening and questioning techniques
    - verbal and non-verbal communication skills
    - negotiation techniques
    - conflict resolution skills
    - problem-solving techniques
- planning and organising skills to gather and organise information to develop and maintain product and service knowledge
- literacy skills to research and analyse product information.

Required knowledge

The following knowledge must be assessed as part of this unit:

- workplace policies and procedures in regard to selling products and services
- effects and client benefits of a defined range of workplace beauty services and products
- environmental impact of a defined range of workplace beauty services and products
- manufacturers' listed contraindications for workplace product range
- factors likely to affect suitability of each workplace treatment to clients' needs
- causes of skin reactions or allergies in regard to treatments
- specialist product knowledge, including:
    - specialised products in workplace range
    - warranties (where applicable)
    - corresponding benefits of various products
    - shelf life and use-by date
    - storage requirements
    - basic ingredients or materials contained in products and their environmental impact
    - features and use of products
    - corresponding or complementary products and services
    - stock availability
    - ordering procedures.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying workplace policies and procedures and safe work practices in relation to advising on beauty services
- recognising and managing contraindications
- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- applying product knowledge, including comparisons between products, to offer advice to clients
- recommending products and services to clients, including the incorporation of detailed specialised product knowledge, and the ability to demonstrate products and services to provide advice to clients.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - products and services from a professional beauty treatments range
  - a retail beauty products range
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals, including workplace services and prices
- a range of clients with different beauty

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requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - describing a range of products to other staff members
  - explaining and demonstrating products and services to clients
  - providing advice on products and services according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of a range of beauty services, including products, services and treatment needs of clients
- completion of workplace documentation relevant to the provision of advice on beauty services
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS001A Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Products may include:

- nail care
- make-up
- skin care

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	• remedial • home care.

Services and treatments may include:	• manicures and pedicares
	• facial services
	• body services
	• hair reduction services:
	  • waxing
	  • electrolysis
	  • intense pulsed light (IPL) therapy
	  • laser.

Comparisons may include:	• treatment options • procedures and techniques • brand options • benefits and effects of various products • benefits and effects of service or treatment • projected outcomes • price • ingredients • possible adverse effects • contraindications.
Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Legal requirements may include:	• federal, state or territory, and local health and hygiene regulations • skin penetration legislation • anti-discrimination legislation • consumer legislation.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS403A Recognise body structures and systems in a beauty therapy context

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply an understanding of body structure, systems and terminology in the context of identifying and analysing client needs, performing beauty therapy treatments, and providing post-treatment service and advice.

Application of the Unit

This unit describes beauty therapy practice in beauty salons and spas and applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Apply knowledge of anatomical and physiological terminology to beauty therapy treatments.	1.1 Identify ***relevant anatomical and physiological terminology*** and apply to development of a treatment plan. 1.2 Apply relevant anatomical and physiological terminology to performance of beauty therapy treatment. 1.3 Apply relevant anatomical and physiological terminology in provision of post-treatment service and advice.
2 Apply knowledge of anatomy and physiology to beauty therapy treatments.	2.1 Identify and apply ***structural levels of organisation*** in the study of anatomy and physiology to development of ***treatment plan.*** 2.2 Apply relevant principles of structural levels of organisation in the study of anatomy and physiology to performance of ***beauty therapy treatment***. 2.3 Identify ***contraindications*** relevant to treatments, and occasions where referral to ***appropriate professionals*** is indicated. 2.4 Apply principles of anatomy and physiology as they relate to beauty therapy treatments in provision of ***after-care service and advice***.
3 Apply knowledge of the body's systems to beauty therapy treatments.	3.1 Identify ***relevant functions of the body's systems*** as they relate to beauty therapy treatments and apply to development of treatment plan. 3.2 Apply relevant principles of the body's systems to performance of ***beauty therapy treatment***. 3.3 Apply relevant principles of the body's systems to beauty therapy treatments in provision of post-treatment service and advice.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- literacy skills to source, read, comprehend and apply relevant information on anatomy and physiology of the human body in a beauty therapy service context
- communication skills to translate information on anatomy and physiology of the

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human body when providing advice, responding to questions, and providing information and reassurance to clients on beauty therapy services.

Required knowledge

The following knowledge must be assessed as part of this unit:

- terminology of anatomy and physiology as it relates to beauty treatments
- anatomy and physiology in relation to beauty therapy treatments, including:
  - structural levels of organisation in study of anatomy and physiology
  - functions of internal transportation systems of body
  - gas exchange that occurs within respiratory system
  - role of nervous system
  - role of skeletal system
  - role of muscular system
- the following body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - skeletal and muscular, including muscle contractility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal influences on skin
- appearance and management of contraindications and adverse effects.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying knowledge of structure and functions of anatomy and physiology as they apply to beauty therapy treatments
- applying basic anatomical terminology to development of treatment plan, performance of beauty treatment and provision of post-treatment care and advice
- applying knowledge of principles of the body's systems as they apply to beauty therapy treatments
- applying knowledge of anatomy and physiology to:
  - analyse and identify client requirements and

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needs
    - develop and record treatment plan, including:
        - areas requiring special treatment
        - range of appropriate treatments and application of relevant techniques
        - review of previous treatments
- evaluating client requirements and advising client on future treatments, home care and complementary products
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- text and online resources
- three-dimensional models
- a range of clients with different physical characteristics and treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
    - identifying client characteristics and developing a treatment plan according to client needs
    - performing a beauty therapy treatment according to client requirements
    - providing advice on home-care products according to client needs
- written and oral questioning appropriate to the

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language and literacy level of the learner, to assess knowledge and understanding of anatomy and physiology as they relate to planning and providing beauty therapy treatments, including home-care advice
- completion of workplace documentation relevant to the provision of beauty therapy treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS401A Perform body massage
- SIBBBOS402A Provide body treatments
- SIBBBOS403A Perform aromatherapy massage
- SIBBCCS405A Develop treatment plans
- SIBBFAS404A Provide facial treatments
- SIBBFAS405A Provide advanced facial treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant anatomical and physiological terminology must include:

- cell structures
- cell functions, including movement of substances in and out of cells
- tissue types
- muscular systems:
  - gross and microscopic anatomy
  - functions
  - types and classifications
  - disorders of muscular systems
- nervous system:
  - functions

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- anatomy of nervous system
- nerves
- reflex arc
- disorders of nervous system
- skeletal system:
  - functions
  - types of bones
  - gross and microscopic anatomy
  - disorders of skeletal system
- circulatory system:
  - heart anatomy
  - functions
  - circulation pathways
  - blood vessels
  - blood
  - disorders of circulatory system
- respiratory system:
  - functions
  - anatomy
  - mechanics of breathing
  - disorders of respiratory system
- lymphatic system:
  - functions
  - anatomy
  - disorders of lymphatic system
- endocrine system:
  - functions
  - anatomy
  - disorders of endocrine system.

Structural levels of organisation may include:

- human cell
- human tissues
- body organs
- body systems.

Development of ***treatment plan*** must include:

- treatments
- frequency and duration
- products
- techniques
- tools and equipment
- contraindications
- relevant medical history and medications

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	• outcomes of previous treatments.

Beauty therapy treatment may include:	• hair reduction services, including:
	  • waxing
	  • permanent epilation
	  • light therapies
	• diathermy
	• cosmetic tattooing or micropigmentation
	• facial treatments
	• body treatments, including massage
	• upper body piercing
	• spa treatments
	• aromatic massage.

Contraindications may include disorders of the:	• skeletal system • muscular system • nervous system • circulatory system • respiratory system • lymphatic system • endocrine system • reproductive system.
Appropriate professional may include:	• medical practitioner • complementary therapist.
After-care service and advice may include:	• lifestyle changes • remedial products • further treatments.
Relevant functions of the body's systems may include:	• circulatory and lymphatic systems • respiratory system • nervous system • skeletal system • muscular system • reproductive system • endocrine system.
Performance of ***beauty therapy treatments*** may include:	• facial treatment • body treatment • superficial lymph drainage massage • diathermy.

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Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS404A Work in a skin therapies framework

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the principles of skin science and recognise skin disorders as they apply to beauty therapy treatments.

This unit describes a key beauty therapy practice: the application of an understanding of skin science, including growth, development, ageing, and healing of skin; along with the recognition of skin disorders that may contraindicate or affect beauty treatments.

Application of the Unit

This unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Apply knowledge of skin science to beauty therapy treatments.	1.1 Identify and apply relevant principles of skin science to the design and performance of beauty therapy treatments according to ***relevant legislation*** and ***workplace policies and procedures.***
	1.2 Identify ***growth, development, ageing and healing*** of human skin, including changes over time, and note their relevance to the beauty therapy treatments.
	1.3 Identify ***inheritance or genetics of physical traits and conditions*** that affect beauty therapy treatments and relate these to the design and performance of the treatments.
	1.4 Relate function, formation and behaviour of ***major skin chemicals*** and ***role of the endocrine glands and hormones*** to the design and performance of beauty therapy treatments.
	1.5 Relate role and importance of ***percutaneous absorption*** in a range of beauty therapy treatments.
2 Apply knowledge of skin disorders to beauty therapy treatments.	2.1 Identify development, causes and common sites, including typical symptoms and commonly used medical terminology, for a ***range of skin disorders and diseases*** and relate to the beauty therapy treatments.
	2.2 Identify ***contagious disorders*** and their potential for cross-infection and perform services according to workplace policies and legal requirements.
	2.3 Discuss typical medical treatments and side effects for a range of skin disorders and diseases with client as required.
	2.4 Recognise role and limitations of beauty therapy in managing a range of skin disorders and diseases and conduct services and treatments according to workplace policies and legal requirements.
	2.5 Identify ***contraindications to treatments*** as they relate to client health and treatment outcomes, and provide advice or referral to ***appropriate professionals*** where indicated by client analysis.
3 Promote skin health and care.	3.1 Apply knowledge of skin science to beauty therapy treatments to maximise promotion of skin health and care.
	3.2 Identify beneficial treatments provided by beauty therapists for a range of skin disorders and diseases and apply this knowledge in the design and performance of beauty therapy treatments.
	3.3 Apply the relevant principles of skin science in the ***provision of post-treatment and home-care advice.***

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to possible skin damage situations
  - apply knowledge of skin science to the design and performance of beauty therapy treatments
- literacy skills to source, read, comprehend and apply relevant information on skin science and skin disorders
- communication skills to:
  - translate information on skin science and skin disorders when providing advice
  - respond to questions and provide information and reassurance to clients on beauty therapy services.

Required knowledge

The following knowledge must be assessed as part of this unit:

- main functions and role of the skin
- growth, development, ageing and healing of human skin
- inheritance of physical traits
- function, formation and behaviour of major skin chemicals
- role of endocrine glands and hormones in the body
- percutaneous absorption
- contagious and non-contagious skin disorders
- provision of post-treatment service and advice.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying principles of skin science and skin disorders as they relate to beauty therapy treatments, including:

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- main functions and role of skin
- growth, development, ageing and healing of human skin
- inheritance of physical traits
- function, formation and behaviour of major skin chemicals
- role of endocrine glands and hormones in body
- percutaneous absorption
- skin disorders

- designing and applying a range of beauty therapy treatments, using a variety of techniques and procedures involving skin care
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- text and online resources
- skin treatment products from a professional beauty services range
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with common skin disorders seeking beauty treatments.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks

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in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:

- identifying principles of skin science and disorders and developing and maintaining safe work practices
- relating design and performance of a variety of treatment processes to principles of skin science and disorders, according to client and safety requirements

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of beauty therapy treatments using electrical equipment, including post-treatment advice and relevant legislation
- completion of workplace documentation relevant to beauty therapy treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBCCS301A Apply the principles of skin biology to beauty treatments
- SIBBCCS405A Develop treatment plans
- SIBBFAS404A Provide facial treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety.

Workplace policies and

- health and hygiene

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procedures may include:	• comfort and privacy • designated time frames for the completion of the service • quality assurance.
Growth, ***development***, ***ageing and healing*** of human skin must include:	• cell division and differentiation • growth of epidermis • mitosis • changes in the skin from foetus to old age • theories about ageing • normal ageing and photo ageing • wound healing and stages in wound healing.
Inheritance or genetics of physical traits and conditions must include:	• gene theory of inheritance • dominant and recessive genes • inherited skin disorders • acne • eczema and atopic dermatitis • seborrheic dermatitis • pigmentation disorders • hair disorders.

Major skin chemicals must include:	• proteins:
	  • soluble
	  • insoluble
	  • collagen
	  • elastin
	  • keratin
	• lipids
	• glycosaminoglycans.

Role of the endocrine glands and hormones may include:	• sebaceous gland secretion • sweat secretion • sense reception • growth and healing • hair growth and loss • pigmentation • menstrual cycle • age-related hormonal change and skin • effect of drugs and hormones on skin physiology.
Percutaneous absorption must include:	• skin surface chemistry • skin and the percutaneous absorption process • absorption pathways • rates of penetration • measuring percutaneous absorption

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- bioavailability and biological activity.

Range of skin disorders and diseases may include:

- acne:
  - Agiminata
  - Chloracne
  - Conglobata
  - excoriated
  - exogenous or cosmetic
  - Fulminians
  - Indurata
  - infantile
  - occupational
  - Papulosa
  - Rosacea
  - Vulgaris
- benign neoplasms and hyperplasias:
  - epithelial
  - seborrheic keratosis or sebaceous warts
  - milium
  - naevi, melanocytic or vascular
  - strawberry mole
  - port wine stain
  - skin tag
  - syringoma
- dermatitis or eczema:
  - allergic contact
  - Atopic
  - Discoid or Nummular
  - Lichen Simplex
  - Periorial
  - Pigmented Purpuric
  - Seborrheic Dermatitis
  - Stasis
  - Winter or Asteatotic
- Icthyosis
- Lupus Erythematosis
- pigmentation disorders:
  - Vitiligio
  - Chloasma or Melasma
- Psoriasis:
  - Vulgaris

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- Guttate
- Arthropathic
- of the nails

- Scleroderma
- skin tumours
- Urticaria:
  - cold
  - contact
  - pressure
- hair disorders:
  - Alopecia Areata
  - diffuse hair loss
  - Hypertrichosis
  - hirsutism
  - Pattern Alopecia
  - post-childbirth hair loss
  - menopausal hair loss
  - Telogen Effluvium
  - Traction Alopecea.

Contagious disorders may include:

- bacterial infections:
  - cellulitis
  - folliculitis
  - impetigo
  - furuncles
- viral infections:
  - herpes simplex
  - herpes zoster
  - varicella
  - viral warts
  - molluscum contagiosum
- fungal infections:
  - pityriasis versicolor
  - candidiasis
  - Tinea Pedis
  - Tinea Unguium
- disease caused by animal parasites:
  - fleas, lice and bedbugs
  - papular urticaria mites and ticks
  - parasitic worms.

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Contraindications to treatments must include:	• local and general contraindications:
	  • skin disorders or diseases
	  • allergic reactions
	  • bruising or swelling
	  • areas exhibiting loss of tactile sensation
	  • cuts or abrasions
	  • recent operations
	  • areas of recent fractures of sprains
	  • diabetes
	  • blood disorders and diseases
	• contraindications of products used in combination or with other services.

Appropriate professionals may include:	• medical practitioner • complementary therapist.

Provision of post-treatment and home-care advice may include:	• lifestyle changes:
	  • sun protection
	  • skin care
	  • effects of nutrition on skin and hair
	• product advice
	• advice on further services.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS405A Develop treatment plans

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to consult with clients and develop a treatment plan for single or multiple treatment sessions for one or more services.

Application of the Unit

This unit describes a practice that is related to all beauty therapy and spa treatments as it provides the basis for interpreting information gained via consultation and observation to assess client treatment needs and develop a treatment plan, which may involve more than one treatment or service.

The unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Determine client requirements.	1.1 Obtain ***relevant information*** from ***client*** to determine ***expectations and requirements***.
	1.2 Actively encourage and respond to ***client feedback***.
	1.3 Evaluate ***client needs*** to inform the provision of advice and recommend ***products*** and ***services***.
2 Analyse client characteristics.	2.1 Identify ***client characteristics, skin type*** and ***skin condition***.
	2.2 Identify ***client relevant medical history***.
	2.3 Discuss and evaluate ***client lifestyle*** to determine current client requirements and future treatment recommendations.
	2.4 Advise client of any possible ***physical effects*** of treatment and ***home care*** as required.
	2.5 Record ***client history card*** and assessment details.
3 Identify contraindications.	3.1 Identify ***contraindications*** relevant to treatment, discuss with client and refer to an ***appropriate professional*** where required.
	3.2 Assess and discuss ***options or limitations*** for future treatments according to client characteristics and contraindications.
	3.3 Ensure that where ***medically-related contraindications*** are established, written medical approval is obtained by client prior to treatment as required.
4 Develop treatment plan.	4.1 Consider comparative negative environmental impacts of available products, equipment and services and plan to minimise these when designing treatments.
	4.2 Develop ***treatment plan*** for relevant treatment or treatments according to client analysis, known effects of treatments, ***relevant legislation and codes*** and ***workplace policies and procedure***s.
	4.3 Inform client of estimated treatment time, frequency and cost according to workplace policies and procedures.
	4.4 Negotiate agreement with client on proposed treatment plan.

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4.5 Communicate home care and ***lifestyle change recommendations*** to client.

4.6 Record details of client treatment plan on ***workplace record system***.

4.7 Obtain client permission and a signed consent form where applicable.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - observe and recognise client characteristics, skin types and skin conditions
  - respond to contraindications and adverse effects of previous treatments
  - select and recommend treatments appropriate to needs and conditions of clients
- communication skills to:
  - ask questions and develop a relevant medical history of client
  - discuss client lifestyle and client needs
  - provide advice on physical effects of professional treatments
  - explain contraindications to treatment
  - suggest appropriate professionals where indicated
  - provide advice on home-care products
- literacy skills to:
  - read and apply product and treatment information
  - complete a client treatment plan
  - read and apply relevant workplace documents and manufacturers' safety data on electrical equipment
  - read, interpret and adjust treatment plans as appropriate
- numeracy skills to:
  - calculate the time and sequence required for proposed treatments
  - calculate the cost of proposed procedures according to workplace guidelines.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant legislation and workplace policies and procedures in regard to consultation with clients and assessment of client treatment requirements

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- available workplace product and treatment range relevant to the design of proposed treatments
- environmental impact of ingredients in relevant products and minimal impact practices to reduce these
- available workplace equipment range relevant to design of proposed treatments
- appearance of contraindications and adverse effects of previous treatments
- effects and benefits of a defined range of workplace skin care and treatment products
- factors likely to affect suitability of each workplace treatment to client needs and the effects and benefits of treatments
- operator's legal and insurance liabilities and responsibilities in regard to services and to the use and preparation of treatment products.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- applying workplace policies and procedures in regard to consultation with clients, assessment and recording of client treatment needs
- analysing client's face or body, identifying client requirements, and developing and recording a treatment plan, including:
  - relevant medical history and medications
  - review of previous treatments
  - skin analysis
  - contraindications
  - treatments to be undertaken
  - areas of the face or body requiring special treatment
  - range of appropriate treatment products, application techniques and equipment
  - range of appropriate treatment procedures
  - frequency and duration of treatment procedures
- selecting a variety of treatment routines and

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procedures
- using consultation time effectively
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstations
  - a range of professional beauty treatments and services
  - relevant text and online resources
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different product and treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting with clients to determine their needs and characteristics
  - identifying and managing contraindications
  - recommending and explaining treatment plans to clients

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- developing and recording treatment plans
- recommending home-care products

- case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of developing treatment plans for beauty therapy treatment procedures, including maintaining privacy of client information
- completing beauty therapy workplace treatment planning documentation for a range of clients and services
- third-party reports from experienced technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS401A Perform body massage
- SIBBBOS402A Provide body treatments
- SIBBBOS403A Perform aromatherapy massage
- SIBBFAS404A Provide facial treatments
- SIBBFAS405A Provide advanced facial treatments
- SIBBHRS504A Provide electrolysis treatments
- SIBBSKS503A Provide diathermy treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant information may include:

- previous treatments
- outcomes of previous treatments
- required treatments
- physical attributes
- time constraints
- budgetary constraints.

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Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Expectations and requirements may include:	• relaxation • improved skin condition • improved muscle tone.
Client feedback may include:	• enquiries • suggestions • comments • requests.
Client needs may include:	• facial treatments • body treatments, including massage.
Products may include:	• remedial • oils • gels • massage lubricants.
Services may include:	• manual and electrical facial treatments • manual and electrical body treatments • massage • waxing • electrolysis.
Client characteristics may include:	• skin type • skin condition • body type.
Skin type must include:	• normal • dry • oily • combination.
Skin condition may include:	• sensitive • pigmented • damaged • mature • dehydrated • congested • couperose.
Client relevant medical history must include:	• existing medical conditions • previous medical conditions • medications.

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Client lifestyle may include:	• tobacco consumption • alcohol consumption • sleeping patterns • exercise routine • nutrition • climate • type of employment • hobbies.
Physical effects may include:	• temporary dizziness • temporary localised pain.
Home care may include:	• use of remedial products • infection control precautions.
Client history card may include:	• paper-based records • online client records.
Contraindications may include:	• bacterial, viral or fungal infections • scabies • boils and carbuncles • pigmentation disorders • hirsutism • disorders of ageing skin • sunburn • biological changes, including puberty, menopause, premature ageing, anorexia, anaemia, and pregnancy • moles and lesions • skin trauma • pacemakers and metal implants • heart conditions • circulatory disorders • other visible non-normal skin.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Options or limitations may include:	• alternative treatment recommendations • lifestyle recommendations • contraindications • medical conditions.
Medically related-contraindications may include:	• heart conditions • circulatory disorders • metal implants and pacemakers.
Treatment plan must include:	• treatments

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	• frequency and duration • products • techniques • tools and equipment • contraindications • relevant medical history and medications • outcomes of previous treatments.
Relevant legislation and codes may include:	• federal, state or territory, and local government health and hygiene regulations • occupational health and safety • skin penetration • privacy • industry codes of practice • standards of practice.
Workplace policies and procedures may include:	• privacy • confidentiality of client records • health and hygiene • workplace product range and manufacturer instructions • workplace time frame allocated for relevant service • pricing of relevant service.

Lifestyle change recommendations may include:	• benefits of improved:
	  • nutrition
	  • sleeping patterns
	  • sun protection
	  • alcohol reduction
	  • tobacco reduction
	  • exercise.

Workplace record system may include:	• paper-based records • online client record system.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS406A Use electricity in beauty therapy treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely apply direct and alternating electrical currents in beauty therapy treatments.

Application of the Unit

This unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

The use of electrical currents is subject to a treatment plan and may be applied in body treatments, facial treatments, diathermy or electrolysis as a single treatment or part of a series of treatments.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Apply knowledge of electricity to beauty therapy treatments.	1.1 Identify the ***properties of electrical currents and the forms in which they are used*** in the ***beauty therapy treatments*** according to ***relevant legislation*** and workplace policies and procedures.
	1.2 Identify relevant ***principles of static electricity*** and potential effects on the beauty therapy treatments and take ***preventive measures.***
	1.3 Identify and address ***safety considerations*** when using electrical equipment in beauty treatments.
	1.4 Identify common causes and effects of ***short circuits*** and regularly check equipment for deterioration, damage, wear or incorrect wiring procedures.
	1.5 Avoid ***overloaded circuits*** and their effects by monitoring or restricting the use of power boards, where multiple appliances are connected to the same power board.
	1.6 Use ***electrical safety devices*** to maintain occupational health and safety and protect sensitive equipment.
2 Perform beauty therapy treatments using direct and alternating current appliances.	2.1 Identify the ***principles and processes of direct alternating current*** and relate these to the design and performance of beauty therapy treatments.
	2.2 Identify ***applications for galvanic direct current and alternating current treatments*** and relate to treatment in a manner that maximises client comfort, and client and own safety.
	2.3 Follow occupational health and safety requirements and manufacturers' safety data to maintain operator and client safety and protect sensitive equipment.
3 Perform beauty therapy treatments using electrical muscle stimulation and micro current equipment.	3.1 Identify and relate the ***principles and processes of electrical muscle stimulation and micro current treatments*** to the design and performance of beauty therapy treatments.
	3.2 Identify major applications for electrical muscle stimulation and micro current, and relate these to the design and performance of treatment to maximise client comfort, and client and own safety.
	3.3 Follow occupational health and safety requirements and manufacturers' safety data to maintain operator and client safety and protect sensitive equipment.
4 Promote electrical	4.1 Observe ***correct operation of electrical equipment***

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safety.	according to manufacturer user manual and safety data for equipment. 4.2 Apply ***appropriate safety procedures*** and report faulty equipment to ***relevant personnel***. 4.3 Identify preventive measures and check equipment for wear or deterioration. 4.4 Avoid overloading circuits and recognise and attend to warning signs. 4.5 Store electrical equipment to minimise risk of damage or fire due to static charges.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to risk situations that may cause short circuits or overloaded circuits
  - integrate the use of electrical equipment into the planning and performance of beauty therapy treatments
- literacy skills to source, read, comprehend and apply:
  - relevant manufacturers' operating instructions and safety data sheets
  - relevant regulations and workplace safety procedures regarding the safe use and maintenance of electrical equipment
- communication skills to report electrical safety problems and equipment faults.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations and requirements and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- principles of electricity as they relate to beauty therapy treatments
- workplace policies and procedures in regard to beauty therapy treatments using electrical equipment
- use of electrical equipment in relation to beauty therapy treatments and procedures, including:
  - environmental impact
  - correct operation of electrical equipment

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    - safe use of electrical appliances
    - care and temperature control of equipment
    - taking preventive measures as required
- workplace electrical equipment range and manufacturer instructions and material safety data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant workplace policies and procedures
- applying safe work practices and safe use of products and electrical equipment, including use of preventive measures, according to manufacturer safety manuals and occupational health and safety regulations and requirements
- applying principles of electricity as they apply to beauty therapy treatments
- applying a range of beauty therapy treatments, using a variety of techniques and procedures involving direct and alternating currents and light therapies
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum access to:
    - applications for direct and alternating current treatments

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- micro currents
- low level intensity laser

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - identifying principles of electricity and developing and maintaining safe work practices
  - relating a variety of treatment processes and electrical equipment to beauty therapy treatments according to client and safety requirements
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of beauty treatments using electrical equipment, including home-care advice and relevant legislation
- completion of workplace documentation relevant to use of electrical equipment
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBFAS405A Provide advanced facial treatments
- SIBBHRS504A Provide electrolysis treatments

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- SIBBSKS503A Provide diathermy treatments
- SIBBSKS504A Design and perform cosmetic tattooing.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Properties of electrical currents and the forms in which they are used may include:

- atomic theory
- bonding
- electrical circuits
- use of electrical frequencies:
  - warming of muscles
  - muscle contraction
  - warming of other tissues
  - cleansing
  - infusion of products into the stratum corneum
- energy
- electrical supply
- static electricity
- direct current
- alternating current
- low intensity laser.

Beauty therapy treatments may include:

- body treatments
- advanced facial treatments
- diathermy treatments
- electrolysis treatments.

Relevant legislation may include:

- health and hygiene
- therapeutic goods regulations
- electrical safety.

Principles of static electricity must include:

- causes of static electricity generation
- client discomfort caused by electrostatic shock
- damage to micro-electronic equipment
- ignition of flammable gas or substances e.g. methylated spirits, acetone or turpentine
- attraction of dust particles.

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Preventive measures must include:	• familiarity with correct operation of equipment • equipment adjusted to minimal levels prior to use • recognition of danger signs • switching off and disconnecting appliances from mains supply prior to investigating an electrical fault • electrical safety devices • safe work practices • selection of floor coverings, materials and clothing that minimise the generation of static electricity.
Safety considerations must include:	• effects of electrocution • factors affecting severity of electrical shock • contingency plans and emergency procedures.
Short circuits may include:	• faulty equipment and/or insulation • current that bypasses the load.
Overloaded circuits may include:	• faulty equipment • excessive current through a circuit.

Electrical safety devices may include:	• overload cut out devices:
	  • circuit breakers
	  • fuses
	• earth leakage circuit breakers
	• surge protectors.

Principles and processes of direct and alternating current may include:	• electrical energy and electron movement • electrolytic process • thermal effect • electrodes • frequency ranges • capacitance.
Applications for galvanic direct current and alternating current treatments may include:	• iontophoresis - cataphoresis and anaphoresis • disincrustation • electrolysis • diathermy • blending currents for hair reduction • thermolysis • direct and indirect high frequency.

Principles and processes of electrical muscle stimulation and micro current treatments may include:	• muscle contraction
	• stimulation of nerves
	• alternating current treatment
	• light therapies:
	  • electro-magnetic spectrum
	  • infra-red radiation

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	• ultraviolet radiation • lower intensity laser therapy.
Correct operation of electrical equipment may include:	• precautions to be observed when using electrical equipment • regular checking and maintenance of electrical equipment.
Appropriate safety procedures may include:	• monitoring equipment for abnormal behaviour • recognising signs of electrical equipment damage • reporting faults • isolating accidents.
Relevant personnel may include:	• supervisor • salon owner • more experienced operator • safety officer.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS407A Interpret the chemical composition and physical actions of cosmetic products

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret the cosmetic chemistry and physical actions of products in order to offer accurate advice and achieve positive treatment outcomes for clients in beauty therapy treatments.

Application of the Unit

Cosmetic products are selected and used in the design and application of hand and foot treatments, facial treatments and body treatments in order to achieve agreed treatment outcomes.

This unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Apply knowledge of cosmetic chemistry to beauty therapy treatments.	1.1 Identify relevant ***concepts of cosmetic chemistry*** and apply to the design and performance of beauty therapy treatments according to ***relevant legislation*** and ***workplace policies and procedures***.
	1.2 Assess range of ***organic chemistry*** and relate to beauty therapy treatments.
	1.3 Relate ***percutaneous absorption*** and role of the skin in acting as a barrier while allowing the passage of chemicals used in beauty therapy treatments.
2 Apply knowledge of cosmetic products to beauty therapy treatments.	2.1 Assess the function of chemical formulations from range of ***cosmetic emulsions*** in relation to action on the skin.
	2.2 Assess formulation, function and action of range of ***cosmetic ingredients*** in relation to action on the skin.
	2.3 Assess formulation of ***range of beauty therapy products*** in relation to purpose and action on the skin.
	2.4 Assess environmental impact of ingredients in range of beauty therapy products.
	2.5 Identify ***contraindications*** to the use of some products as they relate to client health and treatment outcomes.
3 Select products to complement beauty therapy treatments.	3.1 Apply knowledge of cosmetic chemistry to beauty therapy treatments to maximise positive outcomes.
	3.2 Recognise skin problems or requirements and select cosmetic products based on product formulation, function and action to complement range of beauty therapy treatments.
	3.3 Apply the relevant principles of cosmetic chemistry in ***provision of post-treatment care and advice***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - apply cosmetic chemistry knowledge to the design and performance of beauty

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therapy treatments
    - respond to a range of situations involving use of cosmetic chemicals
    - identify client characteristics, and recommend and perform a service, including:
        - preparation of service area
        - preparation of products and equipment
        - preparation of client
- literacy skills to source, read, comprehend and apply relevant information to evaluate potential chemical and physical actions of cosmetic products when designing beauty treatments
- communication skills to translate information on actions of products and treatments when providing advice, responding to questions, and providing information and reassurance to clients on beauty therapy treatments or home-care products.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant occupational health and safety regulations and requirements
- principles of cosmetic chemistry as they relate to beauty therapy treatments
- workplace policies and procedures in regard to beauty therapy treatments
- cosmetic chemistry in relation to beauty therapy treatments and procedures, including:
    - chemical concepts for cosmetic products and skin treatments
    - range of organic chemistry applicable to cosmetic chemistry
    - percutaneous absorption
    - chemical formulation of range of cosmetic emulsions in relation to function on skin
    - formulation and functions of basic compositions of facial masks and make-up
    - formulation, function and action of cosmetic ingredients on skin
    - impact of cosmetic ingredients on environment
    - formulation and function of facial peels and exfoliants
    - provision of post-treatment care and advice
- workplace product, treatment and equipment range, and manufacturer instructions and material safety data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence

Evidence of the following is essential:

- applying the principles of cosmetic chemistry in

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required to demonstrate competency in this unit

beauty therapy treatments, including:

- chemical concepts for cosmetic products and skin treatments
- range of organic chemistry applicable to cosmetic chemistry
- percutaneous absorption
- chemical formulation of range of cosmetic emulsions in relation to their function on skin
- formulation and functions of basic compositions of facial masks and make-up
- formulation, function and action of cosmetic ingredients on skin
- formulation and function of facial peels and exfoliants
- provision of post-treatment care and advice

- applying a range of beauty therapy treatments, using a variety of techniques and procedures involving cosmetic products
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- text and online resources
- treatment products from a professional range
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different beauty treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

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Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - identifying the concepts of cosmetic chemistry and developing and maintaining safe work practices
  - relating principles of cosmetic chemistry to a variety of treatment processes, according to client and safety requirements
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the application of cosmetic chemistry to the performance of beauty therapy treatments, including after-care advice and relevant legislation
- completion of workplace documentation relevant to beauty therapy treatments
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBCCS301A Apply the principles of skin biology to beauty treatments
- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS405A Develop treatment plans
- SIBBFAS405A Provide advanced facial treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Concepts of cosmetic chemistry may include:	• atoms • bonds • ions • molecules • chemical compounds • matter • chemical change • neutralisation and buffering • organic chemistry • chemical reactions • acids and bases and their effect on human health.
Relevant legislation may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety.
Workplace policies and procedures may include:	• health and hygiene • comfort and privacy • designated time frames for the completion of service • quality assurance.

Organic chemistry may include:	• carbon structures
	• bonds between carbon structures
	• saturated and unsaturated bonds
	• types of organic chemicals
	• major skin chemicals
	• proteins
	• soluble and insoluble proteins
	• lipids:
	  • non-saponifiable
	  • saponifiable
	• common fatty acids
	• complex lipids:
	  • phospholipids
	  • sphingolipids.

Percutaneous absorption may include:	• skin as a barrier • skin and the percutaneous absorption process • absorption pathways • rates of penetration • use of vehicles or carriers • measuring percutaneous absorption • bioavailability and biological activity • therapeutic

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- cosmetic
- actions of cosmeceutical products.

Cosmetic emulsions may include:

- types of emulsions:
  - simple emulsions
  - complex emulsions
  - micro-emulsions
  - surfactants
- moisturisers
- types of humectants, including:
  - glycerol
  - sorbitol
  - urea
  - proteins
  - natural moisturising factor (NMF)
  - glycosaminoglycans (GAGs)
- occludents:
  - hydrocarbons
  - lipids
  - non-organic oils
- emollients
- anti-oxidants.

Cosmetic ingredients may include:

- liposomes
- liposome structure
- types of liposomes:
  - unilaminate
  - multilaminate
- uses of liposomes
- oils
- semisolid emollients
- polyethylene glycols (PEGs)
- waxes
- surfactants
- thickeners.

Range of beauty therapy products may include:

- types of face masks:
  - wax-based
  - rubber-based
  - hydrocolloid-based
  - earth-based
  - vinyl
  - protein

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- fruit and vegetable preparations
- facial and body powders:
  - slip powders
  - covering powders
  - absorbency powders
- lipsticks:
  - solvents
  - waxes
  - emollients and waterproofing agents
  - dispersant agents
  - perfumes
  - colours
- eye make-up:
  - block mascara made from wax, soap, and pigment
  - cream mascara made from pigment, cold cream or a vanishing cream base
  - liquid mascara made from alcohol and resin solutions
- eyeshadows and eyeliners:
  - anhydrous creams
  - oil/water
  - wax crayon
  - pressed powders
  - liquid suspensions made from pigment dispersion in oil, gum or alcohol
- colour in cosmetics:
  - pigment
  - dyes
  - lakes
- colour interaction
- colour regulation
- colour codes.

Contraindications may include:

- manufacturers' product-specific contraindications based on:
  - skin type
  - skin conditions
  - skin disorders
- known allergic reactions.

Provision of post-treatment

- lifestyle changes:

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care and advice may include:

- sun protection
- skin care
- effects of nutrition on skin and hair
- product advice
- advice on further services.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS408A Promote healthy nutritional options in a beauty therapy context

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the principles of nutrition, as based on healthy food and nutrition guidelines, when providing information to clients that will enhance the outcomes of beauty therapy treatments and clients' general wellbeing. This information is integrated at the operator's discretion, based on the outcomes of client consultation and as part of beauty therapy treatments.

Application of the Unit

This unit applies to beauty therapists promoting nutritional options as part of beauty therapy treatments offered in beauty salon and spa environments, and exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify the role of nutrition in beauty therapy treatments.	1.1 Identify and apply relevant principles of nutrition and their potential effects on the performance and outcomes of beauty therapy treatments to ***client service and advice*** according to ***relevant legislation*** and ***workplace policies and procedures***.
	1.2 Identify and apply ***nutrient needs and health problems across the lifespan*** to beauty therapy treatments.
	1.3 Identify role of food, nutrients and other important food substances in relation to the body's function.
2 Apply knowledge of the body's systems to beauty therapy treatments.	2.1 Identify main functions of the ***digestive system*** and apply to the design and performance of beauty therapy treatments.
	2.2 Identify major organs and the main functions of the ***excretory system*** and apply to the design and performance of beauty therapy treatments.
	2.3 Apply knowledge of body's systems to client health and treatment outcomes and provide advice or referral to ***appropriate professionals*** as required.
3 Provide advice on dietary guidelines.	3.1 Apply knowledge of nutritional needs to development of client treatment plan and to beauty therapy treatments.
	3.2 Assess ***nutritional requirements and dietary health problems*** in regard to client individual needs and refer to appropriate professionals as indicated.
	3.3 Promote ***healthy nutritional options*** and importance of nutrition to the outcomes of beauty therapy treatments in the provision of client advice.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal skills to respond to client needs
- technical skills to relate knowledge of nutrition to the practice of beauty therapy treatments
- literacy skills to source, read, comprehend and apply relevant information on

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healthy diet pyramid
- communication skills to provide basic nutritional information to enhance treatment outcomes and after care.

Required knowledge

The following knowledge must be assessed as part of this unit:

- basic knowledge of body systems
- basic knowledge of nutrition principles
- nutritional composition of food
- relevant health and hygiene regulations and requirements and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to beauty therapy treatments
- appearance and management of contraindications and adverse effects
- nutrition in regard to beauty therapy treatment procedures, including:
  - relevant principles of nutrition
  - role of food, nutrients and other food substances
  - main functions of digestive system
  - main organs and functions of excretory system
  - dietary health problems
  - role and limitations of beauty therapists in providing nutritional advice to clients.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying relevant workplace policies and procedures • applying principles of nutrition in a range of beauty therapy treatments • evaluating client requirements and advising on nutritional options, home care and complementary products • accurately and legibly recording relevant data.
Context of and specific resources for assessment	Assessment must ensure: • that competency is consistently demonstrated over a period of time and observed by the assessor or the

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technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- research materials and facilities
- texts and online resources
- promotional material on the healthy diet pyramid
- relevant workplace documentation including:
  - workplace policies and procedures manuals
- a range of clients with varying nutritional requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - developing a client treatment plan taking into account nutritional factors that impact on treatment outcomes
  - providing basic nutritional advice to clients
  - referring clients to relevant other professionals where indicated
- case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of nutrition in relation to beauty treatments, including post-treatment care and relevant legislation
- completion of workplace documentation relevant to the provision of beauty therapy treatments
- third-party reports from experienced beauty professionals in the workplace
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

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Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS405A Develop treatment plans
- SIBBFAS405A Provide advanced facial treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client service and advice may include:

- routine or special needs of new or regular clients
- general nutritional advice
- specific advice relating to individual service.

Relevant legislation may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- comfort and privacy
- designated time frames for completion of the service
- quality assurance.

Nutrient needs and health problems across the lifespan may include:

- stage of lifespan:
  - prenatal
  - infancy
  - childhood
  - adolescence
  - adulthood
  - menopause
  - late adulthood
- nutrient needs of different population groups
- energy requirements
- common diet-related health problems

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	• role of nutrients in managing ideal weight.

Digestive system must include:	• organs of gastrointestinal tract:
	  • mouth
	  • oesophagus
	  • stomach
	  • small intestine
	  • large intestine
	  • rectum
	  • anus
	  • salivary glands
	  • pancreas
	  • gall bladder
	  • liver
	• functions of digestive system:
	  • mechanical and chemical digestive process
	  • common disorders of digestive system
	• nutrients:
	  • proteins
	  • carbohydrates
	  • fats (lipids)
	  • vitamins
	  • minerals
	  • water
	  • fibre
	  • cholesterol.

Excretory system must include:	• organs of excretory system:
	  • kidneys
	  • liver
	  • lungs
	  • skin.

Appropriate professionals may include:	• medical practitioner • complementary therapist • nutritionist • dietician.
Nutritional requirements and dietary health problems may include:	• healthy food and nutrition guidelines for Australians • guidelines for specific nutrients, e.g. foods containing calcium • recommended dietary intakes • healthy eating pyramid

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- obesity and heart disease
- weight management
- eating disorders.

Healthy nutritional options may include:

- general or specific advice to client
- macro-nutrients:
  - proteins
  - carbohydrates
  - fats
  - dietary fibre
  - water
- advice on weight management.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBFAS201A Demonstrate retail skin care products

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to cleanse skin and apply skin care products for the purpose of retail cosmetic sales.

The unit describes the function of identifying the client's skin type and selecting and applying appropriate personal skin care products in a retail environment. It includes skin cleansing, product application and demonstration. The operator provides product advice in order to assist the customer in making a decision to purchase a product or products from a retail skin care range.

The unit involves the performance of a known procedure where some discretion and judgement is required in the selection of products, equipment, and contingency measures within commercial service time constraints.

Application of the Unit

This unit applies to a retail skin products area, which may be located in a beauty salon, spa, or other retail store. It is applicable as a discrete service or as part of a treatment plan.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client for skin cleansing.	1.1 Prepare service area, ***client*** and self according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Identify and note ***contraindications*** and advise client accordingly.
	1.3 Identify client's ***skin type*** and ***skin condition*** according to manufacturer product manual.
2 Cleanse face.	2.1 Identify suitable ***cleansing products*** for client skin type and for different areas of the face.
	2.2 Apply cleansing products in a prescribed sequence according to relevant legislation, workplace policies and procedures and manufacturer instructions.
	2.3 Thoroughly cleanse client's skin and remove all make-up.
3 Apply skin care products.	3.1 Identify, select and demonstrate skin care products suitable for identified skin types.
	3.2 Apply and remove products in sequence according to manufacturers' product instructions, relevant legislation and workplace policies and procedures.
	3.3 Safely dispose of treatment waste to minimise negative environmental impacts according to workplace procedures.
	3.4 Evaluate results against client expectations and specified outcomes.
4 Advise on further product use.	4.1 Advise client regarding suitable home-care products and treatments from the product range.
	4.2 Explain product use and demonstrate application as required.
	4.3 Explain possible product reactions to client.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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The following skills must be assessed as part of this unit:

- technical skills to:
  - apply skin care products for the following skin types:
    - normal
    - dry
    - oily
    - combination
  - respond to contraindications and adverse effects
  - recognise the physical appearance of:
    - various skin types
    - normal skin
    - minor skin blemishes
    - inflammation arising from skin care products
- literacy skills to research and comprehend manufacturers' product information
- communication skills to provide product and application advice, along with information regarding possible product reactions to clients
- numeracy skills to:
  - select and demonstrate appropriate product quantities
  - time services according to client and workplace requirements.

Required knowledge

The following knowledge must be assessed as part of this unit:

- provision of relevant health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to selecting and applying skin care products
- anatomy and physiology of the skin as they relate to skin care products, including a simplified cross-section of the skin
- appearance of contraindications and adverse effects
- workplace product range and manufacturer instructions and data sheets
- effects and benefits of a defined range of skin care products.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence	Evidence of the following is essential:

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required to demonstrate competency in this unit

- using effective questioning and active listening techniques to consult, reassure and negotiate with clients
- identifying client skin types and requirements
- recognising and managing contraindications and adverse effects
- reading, interpreting and applying manufacturer instructions
- preparing the face and performing a face cleansing procedure
- advising on and demonstrating product use, home-care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a simulated environment, which includes as a minimum:
  - retail display area
  - a retail skin care range
- relevant workplace documentation including:
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different skin care requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range

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of contingencies, including:

- preparing the face and performing a face cleansing procedure
- applying retail skin care products from workplace range, selected according to the client's skin type and condition
- advising on home-care products

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of retail skin care products and relevant legislation and policy
- completion of workplace documentation relevant to the demonstration of retail skin care products
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS001A Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Relevant legislation and codes may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety regulations
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene
- workplace product range and manufacturer

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	instructions and product manuals
	• workplace time frame allocated for service
	• environmental protection practices, such as:
	  • waste minimisation
	  • recycling
	  • reuse
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency.

Contraindications may include:	• bacterial, viral or fungal infections • acne • impetigo • lice • scabies • rashes • boils and carbuncles • sunburn • candidiasis • other visible non-normal skin.
Skin type may include:	• normal • dry • oily • combination.
Skin condition may include:	• sensitive • dehydrated • damaged • mature • acne.
Cleansing products must include:	• cleansers • toners • moisturisers • masks • exfoliants • remedial products.

Unit Sector(s)

Beauty

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Competency Field

Facial Services

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SIBBFAS302A Provide lash and brow treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse the lash and brow needs of clients and provide a range of treatments that may include lash and brow colouring, brow shaping and lash perming.

Lash and brow treatments are provided in response to client consultation. They involve the performance of known procedures where some discretion and judgement is required in the selection of products, equipment, and contingency measures within commercial service time constraints.

Application of the Unit

This unit applies to lash and brow treatments, which could be an individual treatment or form part of a facial treatment that has been designed to meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Manage lash and brow treatments.	1.1 Prepare service area, ***client*** and self according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Identify and evaluate client characteristics and needs to enable advice and recommendations for a ***treatment plan***.
	1.3 Select ***procedures*** and ***products*** according to agreed treatment plan and confirm with client.
	1.4 Identify ***contraindications***, explain to client, and refer to ***appropriate professional*** where required.
	1.5 Thoroughly cleanse client's skin and remove all make-up from treatment area.
	1.6 Safely dispose of treatment waste to minimise negative environmental impacts according to workplace procedures.
2 Chemically treat eyelash and eyebrows.	2.1 Perform and evaluate patch test where required to determine ***adverse effects***.
	2.2 Prepare, apply and remove products according to client requirements, manufacturer instructions, relevant legislation and workplace policies and procedures.
	2.3 Perform ***chemical treatment procedures*** according to relevant legislation, workplace policies and procedures and manufacturer instructions.
	2.4 Apply post-treatment product according to client requirements.
	2.5 Evaluate result against client's expectations and agreed treatment plan.
3 Shape eyebrows.	3.1 Prepare, apply and remove products according to client requirements, manufacturer instructions, relevant legislation and workplace policies and procedures.
	3.2 Apply soothing product according to client requirements.
	3.3 Clean and disinfect tweezers and implements after use or dispose of wax according to relevant legislation and workplace policies and procedures.

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		3.4 Dispose of hair according to relevant legislation and workplace policies and procedures.
		3.5 Evaluate eyebrow shape against client expectations and treatment plan.
4	Review treatment and provide post-treatment advice.	4.1 Obtain client feedback and record relevant outcomes of treatment.
		4.2 Recommend ***future treatment program*** and revise treatment plan according to client needs.
		4.3 Make ***product recommendations*** according to client requirements.
		4.4 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - identify client characteristics and recommend and agree on a service
  - apply a range of lash and brow products and techniques, including chemical treatments
  - apply universal infection control precautions and skin penetration legislation
  - respond to questions and provide information and reassurance to the client throughout the service
- literacy skills to:
  - read and apply product and treatment information
  - complete a client treatment plan
  - read and apply relevant workplace documents
- numeracy skills to:
  - calculate time and sequence required for proposed treatments
  - calculate cost of proposed procedures according to workplace guidelines.

Required knowledge

The following knowledge must be assessed as part of this unit:

- provision of relevant health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements

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- infection control procedures and skin penetration legislation
- workplace policies and procedures in regard to lash and brow treatments
- appearance of contraindications and adverse effects
- lash and brow treatment procedures, including:
  - preparation of service area
  - preparation of products and equipment
  - preparation of client
  - patch test/skin test procedures, including preparation of area, product application and observation
  - waxing procedures, including preparation of area, pattern of wax application and removal
  - workplace environmental controls for cleaning and disposing of waste product and equipment
  - post-treatment procedures
  - post-treatment and home-care advice to client
- causes of skin reactions in regard to lash and brow treatments and appearance and management of adverse effects, including:
  - inflammation arising from lash and brow treatments
  - infections of eye or surrounding area
  - spotting on skin
  - hive like reaction
  - ingrown hair
  - infection of hair follicle
- workplace product range and manufacturer instructions and safety data sheets
- skin and hair structure and growth in regard to lash and brow treatments, including:
  - types of hair: lanugo, vellus, terminal
  - factors affecting hair growth, such as:
    - hormonal: topical and systemic
    - exposure to sunlight
    - heredity
    - drugs and chemicals
  - hair growth patterns
  - effects of waxing and tweezing on hair
  - growth cycle of hair and its relationship to waxing and tweezing
  - histology of hair
- advantages and disadvantages of permanent hair removal versus temporary hair removal
- permanent and semi-permanent colour, and permanent wave product ingredients and actions.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying standard infection control precautions and skin penetration legislation
- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- analysing client's face, identifying client requirements, and developing and recording treatment plan, including:
  - recognising possible contraindications
  - lash and brow areas of face requiring special treatment
  - range of appropriate treatment products and application techniques
  - range of appropriate products, including chemical products, and treatment procedures
  - review of previous treatments
- safely applying a range of treatment products, including chemical products and lash and brow treatment procedures according to manufacturer instructions
- using time effectively and controlling product waste
- evaluating lash and brow treatments and advising clients on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

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- an environment, which includes as a minimum:
  - individual client workstations
  - adjustable facial couch with safe working access for operator and equipment
  - electricity supply to each workstation
  - apprppriate supply of towels
  - client gown
  - trolley
  - magnifying lamp
  - tweezers
  - eyelash curlers
  - hot wax or strip wax at each workstation
  - professional lash and brow colouring products
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different lash and brow treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing and cleansing client's skin, removing all make-up from treatment area
  - tweezing eyebrows
  - applying lash and brow colour treatment products according to manufacturer instructions
  - evaluating treatment outcomes and checking client satisfaction
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of lash and brow treatments, including home-care advice and

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relevant legislation
- completion of workplace documentation relevant to the provision of lash and brow treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS301A Apply the principles of skin biology to beauty treatments

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:
- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Relevant legislation and codes may include:
- state or territory Acts and local regulations relating to skin penetration
- health regulations
- industry codes of practice.

Workplace policies and procedures may include:
- health and hygiene
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency
- workplace time frame allocated for service.

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Treatment plan must include:	• required procedures • appropriate products • areas requiring special treatment • eyebrow shape • skin sensitivity • follow-up procedures.
Procedures may include:	• tweezing • waxing • chemical treatments.

Products may include:	• wax:
	  • hot
	  • strip
	• bleaching agents
	• perming solutions
	• dyes.

Contraindications may include:	• bacterial, viral or fungal infections • acne or concurrent treatment with acne medication • impetigo • warts • lice • scabies • rashes • sensitive eyes • sunburn • scar tissue and lesions • other visible non-normal skin.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Adverse effects may include:	• inflammation arising from use of hair removal or chemical treatment products • infection of hair follicle • inflammation or damage to eye.
Chemical treatment procedures may include:	• eyelash colouring • eyelash perming • eyebrow colouring.
Future treatment program may include:	• number and frequency of future treatments • alternative treatments • permanent hair removal.
Product recommendations may include:	• cleanser • moisturiser.

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Unit Sector(s)

Beauty

Competency Field

Facial Services

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SIBBFAS303A Design and apply remedial camouflage make-up

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply remedial camouflage make-up products and techniques to disguise the appearance of particular special skin conditions based on an assessment of the facial and body areas requiring remedial camouflage. This is a cosmetic response to a number of conditions that have caused a visible alteration to the texture, colour and tone of the skin in a specific area of the face or body.

A cosmetic camouflage make-up treatment is custom designed and applied after client observation and consultation. It involves the use of specialised products and application techniques to cover and blend the treatment area to match the client's surrounding skin.

Application of the Unit

This unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client.	1.1 Gown and prepare ***client*** for service according to ***workplace procedures***.
	1.2 Identify suitable ***cleansing products*** for client's skin type and different areas of face or body.
	1.3 Thoroughly cleanse client's skin.
2 Analyse camouflage area.	2.1 Identify and record client characteristics and facial or body ***conditions requiring remedial camouflage make-up***.
	2.2 Identify ***contraindication***s, explain to client and refer to ***appropriate professional*** where required.
	2.3 Assess client's ***skin type and condition*** to determine appropriate product application techniques.
	2.4 Identify and record skin tone and maintain application of foundation or base to skin tone.
	2.5 Identify, negotiate and confirm ***remedial camouflage make-up plan*** with client.
3 Select and apply remedial camouflage.	3.1 Select suitable ***products, tools and equipment*** to achieve remedial camouflage make-up plan.
	3.2 Identify and apply correct usage and care of make-up tools and equipment according to manufacturer instructions.
	3.3 Apply products sequentially according to manufacturer instructions and pre-determined plan.
	3.4 Complete remedial camouflage treatments within workplace time frames and without product waste.
	3.5 Evaluate remedial camouflage application against client expectations, treatment plan and specified outcomes where possible.
	3.6 Record relevant outcomes of remedial camouflage treatment, and make recommendations for further treatments.
	3.7 Advise ***source of referral*** of treatment outcomes where required.

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		3.8 Explain procedures for removal of camouflage make-up to client.
4	Advise on further product use.	4.1 Advise client of suitable home-care products and treatments.
		4.2 Explain and demonstrate product use and application as required.
		4.3 Explain possible product reactions to client.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - analyse client requirements and design remedial camouflage make-up plans
  - safely apply products to achieve the remedial camouflage plans
  - respond to contraindications and adverse effects
- literacy skills to:
  - read and apply product and treatment information
  - complete client treatment plan
  - read and apply relevant workplace documents
- time-management skills to manage time throughout the treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant state and local government health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to provision of remedial camouflage make-up services
- appearance of contraindications and adverse effects
- face and body shapes and their relationship to the elements and principles of design
- effect of changes created by specific make-up products and colour application techniques
- workplace range of camouflage products, including underlying colour tones and pigmentation coverage
- effects and benefits of defined range of workplace make-up products
- remedial camouflage services:
  - effects of natural and artificial lighting on cosmetics
  - colour design principles

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  - colour wheel
  - primary, secondary, complementary colours, and grey scale
  - tonal value, hue and shade
- chemical ingredients and pigments in relevant make-up products and their effects on skin.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- analysing the treatment area and surrounding skin and designing a remedial camouflage plan, including:
  - facial and body areas requiring camouflage
  - selected products
  - product application techniques
- applying camouflage make-up products to face or body for a variety of contexts, including blemish covering, skin and blemish matching, birthmarks and scars
- evaluating remedial camouflage service and advising on and demonstrating methods of self-application to client
- using time effectively and controlling product waste
- accurately and legibly recording relevant data and reporting to sources of referral.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client

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interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstation
  - adjustable make-up chair
  - make-up lighting at each workstation
  - trolley
  - magnifying mirror
  - client gown or cover
  - apprppriate supply of small towels
  - disposable spatulas
  - tissues
  - professional skin care, camouflage make-up and general make-up range
  - retail skin care and camouflage make-up and general make-up range
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different camouflage make-up requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing and performing face cleansing procedures
  - developing a remedial camouflage plan with client
  - applying remedial camouflage products as identified in the client's make-up plan
  - evaluating outcomes and client satisfaction

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- demonstrating self-application to clients
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of relevant remedial camouflage techniques, including relevant legislation regarding hygiene and safety
- completion of workplace documentation relevant to the design and application of remedial camouflage make-up treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXFAS201A Design and apply make-up.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Workplace procedures may include:

- health and hygiene
- workplace product range and manufacturer instructions
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal

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- water efficiency.

Cleansing products may include:

- soaps
- milks
- creams.

Conditions requiring remedial camouflage make-up may include:

- capillary naevus
- strawberry naevus
- spider naevus
- moles or pigmented naevi
- hypertrophic and keloid
- chloasma
- vitiligo
- leucoderma
- quiescent scar tissue
- rosacea
- psoriasis
- tattoos
- birthmarks
- scars.

Contraindications may include:

- bacterial, viral or fungal infections
- acne
- impetigo
- warts
- lice
- scabies
- rashes
- boils and carbuncles
- sunburn
- candidiasis
- other visible non-normal skin.

Appropriate professional may include:

- medical practitioner
- complementary therapist.

Skin types and conditions may include:

- normal
- dry
- combination
- sensitive
- mature
- pigmented
- colour
- tone.

Remedial camouflage

- camouflage techniques
- products

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make-up plan may include:	• tools and equipment • self-application techniques • context • blemish covering.

Products may include:	• pre make-up products and stabilisers/waterproof product
	• concealers
	• foundation:
	  • oil-based
	  • water-based, with varying degrees of pigmentation and coverage
	• powders
	• eyeshadows
	• blushes
	• mascaras
	• lipsticks
	• artificial lashes
	• pencils
	• prosthetics.

Tools and equipment may include:	• brushes • sponges • applicators • pallets • lash curlers • tweezers • magnifying mirror • containers and trays • pencil sharpeners • spatulas • make-up box.
Source of referral may include:	• physician • dermatologist • plastic or cosmetic surgeon • occupational therapist • social worker • manufacturer.

Unit Sector(s)

Beauty

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Competency Field

Facial Services

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SIBBFAS404A Provide facial treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret a treatment plan and apply a range of facial treatments, including cleansing and preparing the face, and applying skin care products and manual massage routines.

Facial massage treatments always include manual massage routine. They may also include the application of a range of skin care products and be performed in response to a client consultation and assessment, conducted and recorded on a treatment plan. The massage treatment could be an individual massage treatment or form part of a series of facial treatments that have been designed to meet client requirements.

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client's ***treatment plan.***
	1.2 Identify and note any ***variations to treatment plan***.
	1.3 Discuss and confirm the treatment plan with ***client***.
	1.4 Select ***treatment products*** according to agreed treatment plan, treatment product ingredients and manufacturer instructions.
2 Manage a facial massage service.	2.1 Prepare service area, operator and client for treatment according to ***relevant legislation and codes, workplace policies and procedures*** and treatment plan.
	2.2 Select and sequence ***massage routine*** according to client treatment plan.
	2.3 Use energy, water and other resources efficiently during treatment process to reduce negative environmental impacts.
	2.4 Safely dispose of all waste to minimise negative environmental impacts according to workplace procedures.
3 Cleanse skin.	3.1 Cleanse and exfoliate ***treatment areas*** according to agreed treatment plan.
	3.2 Perform ***skin steaming*** according to agreed treatment plan.
	3.3 Treat ***minor skin conditions*** according to treatment plan.
	3.4 Apply antibacterial or antiseptic lotions where required in treatment plan.
4 Perform massage.	4.1 Apply an appropriate ***massage medium*** according to treatment requirements.
	4.2 Adapt application of ***massage movements*** to suit elasticity of skin, degree of subcutaneous fat, treatment products and client's relaxation needs.
	4.3 Adapt length of the massage routine to suit client requirements.
5 Apply skin care products.	5.1 Select mask or ***mask***s according to agreed treatment plan.
	5.2 Apply and remove masks according to product manufacturer recommendations, relevant legislation and workplace policies

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		and procedures.
		5.3 Apply ***post-treatment skin care products*** according to the treatment plan.
6	Review treatment and provide post-treatment advice.	6.1 Evaluate and note ***outcomes of treatment***, make ***recommendations for further treatments*** and revise treatment plan accordingly.
		6.2 Advise client of suitable ***home-care products***, treatments and appropriate ***lifestyle changes***.
		6.3 Explain product use and demonstrate application as required.
		6.4 Explain possible ***adverse effects*** to client.
		6.5 Advise client of expected outcomes of future treatments.
		6.6 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - interpret treatment plans and adapt treatments to accommodate changes in client's physical conditions
  - apply a range of massage routines and movements to suit elasticity of skin, skin condition, degree of subcutaneous fat, treatment products and client's relaxation needs
  - apply a range of preparatory, skin care and massage products suitable to client's needs
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to read and apply relevant workplace documents and manufacturers' product information
- time-management skills to manage time throughout the treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations

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- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to the facial massage
- workplace environmental controls for cleaning and disposing of waste product and equipment
- appearance of contraindications and adverse effects
- effects and benefits of a defined range of skin care and facial treatment products
- factors likely to affect:
  - suitability of each treatment for client needs
  - effects and benefits of each step in facial massage
- anatomy and physiology of the skin and skin structures as they relate to facial massages, including:
  - simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production:
    - normal and abnormal
    - collagen
    - elastin
    - lipids
  - phases of growth, cell renewal, healing of skin, and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on skin
  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - effects of treatments on physical structure of skin
  - trans-epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora
- body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to skin, muscles and nerves, including:
  - skeletal and muscular system, including muscle contractility and motor points, position and action of superficial muscles of the face, throat and chest
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of skin
- basic nutrition guidelines and relationship between nutrition and healthy skin,

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particularly foods which may have an effect on skin or which may be contraindicated in combination with relevant skin conditions or products used in a treatment procedure
- chemical ingredients in relevant treatment products, particularly in regard to their likely effects on skin, the toxic effects of various substances and their contribution to premature ageing and possible contraindications in combination with other products or circumstances
- causes of skin reactions and allergies in regard to treatments.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting a treatment plan and making any adjustments required by variations in the client's condition
- recognising contraindications to facial massage
- preparing service area and clients for facial treatments
- applying and adapting safe and effective massage movements and routines to suit client requirements and reactions during treatments
- safely applying and removing selected facial treatment products used during treatment
- evaluating outcomes of facial massage treatments and advising client on future treatments.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstations

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- adjustable facial couch with safe working access for operator and equipment
- magnifying lamp
- facial steamer or vapourzone
- facial massage products from a professional range
- apprppriate supply of towels
- client gown or cover

- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different facial requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of Assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - selecting, applying and removing treatment products according to agreed treatment plan
  - applying massage movements according to client needs
  - evaluating treatment outcomes and recommending future treatments
  - discussing post-treatment care with client and recommending home-care products
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of providing facial treatments, including a knowledge of anatomy and physiology, health and hygiene, and infection control procedures
- completion of workplace documentation relevant to performing facial massage

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- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS301A Apply the principles of skin biology to beauty treatments
- SIBBCCS403A Recognise body structures and systems in a beauty therapy context
- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS405A Develop treatment plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- required treatments
- outcomes of any previous treatments
- facial areas requiring special treatment
- massage movements and routine
- contraindications
- relevant medical history and medications
- products
- tools and equipment
- post-treatment products
- home-care advice.

Variations to treatment plan may include:

- changes in client's physical condition
- changes to client requirements.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

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Treatment products may include:	• exfoliants:
	  • friction
	  • biological
	  • glycolic
	• toning lotions
	• moisturisers
	• cosmetic treatment ampoules.

Relevant legislation and codes may include:	• federal, state or territory, and local health and hygiene regulations • skin penetration legislation • occupational health and safety regulations • industry codes of practice.

Workplace policies and procedures may include:	• health and hygiene
	• selection of face and skin care products
	• performance of manual facial massage
	• time frame allocated for service
	• environmental protection practices, such as:
	  • waste minimisation
	  • recycling
	  • reuse
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency.

Massage routine must include:	• rhythm • repetition • variation.
Treatment areas may include:	• face • décolletage and shoulders • back.
Skin steaming must include:	• towel • vapourzone.
Minor skin conditions may include:	• open comedones • closed comedones • milia.
Massage medium may include:	• oils • creams.
Massage movements must include:	• effleurage • petrissage

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	• tapotement • vibration.
Massage movements may include:	• Dr Jacquet • pressure points.
Masks may include:	• setting • non-setting • specialised.
Post-treatment skin care products may include:	• astringent • moisturiser • sunblock.
Outcomes of treatment may include:	• appearance of skin • adverse effects.
Recommendations for further treatments may include:	• scheduling of treatments • electrical facial treatments • body treatments.
Home-care products may include:	• cleansers • toners • moisturisers • remedial products or specialised products.
Lifestyle changes may include:	• improved nutrition • improved sleeping patterns • sun protection • alcohol reduction • tobacco reduction.
Adverse effects may include:	• erythema arising from skin care products or massage medium • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products • inflammatory reaction to treatment or product • psychological reactions of client to treatment or products • conditions that indicate client referral to a medical practitioner or complementary therapist.

Unit Sector(s)

Beauty

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Competency Field

Facial Services

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SIBBFAS405A Provide advanced facial treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess client's skin and apply advanced facial treatment procedures using specialised products and electrical equipment for a range of skin conditions.

Facial treatments are designed and performed in response to a client consultation and assessment, conducted and recorded on a treatment plan. Facial treatment services involve the application of a combination of manual massage and other selected treatment products and techniques.

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Facial treatments may include the choice and application of electrical currents or chemical peels as part of a single treatment or a series of facial treatments that have been designed to meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

SIBBFAS404A Provide facial treatments

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client's ***treatment plan.***
	1.2 Identify and note ***variations to the treatment plan***.
	1.3 Confirm treatment plan with ***client***.
	1.4 Identify and select ***products*** and ***equipment*** according to the treatment plan.
2 Manage facial treatment services.	2.1 Prepare self, service area, and client for treatment according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	2.2 Select and sequence ***massage routine*** according to client's treatment plan.
	2.3 Use energy, water and other resources efficiently during treatment process to reduce negative environmental impacts.
	2.4 Safely dispose of all waste to minimise negative environmental impacts according to workplace procedures.
3 Prepare the skin treatment area.	3.1 Cleanse and exfoliate ***treatment area*** according to the treatment plan.
	3.2 Perform skin steaming according to agreed treatment plan.
	3.3 Treat ***minor skin conditions*** according to workplace practice and treatment plan.
4 Treat prematurely aged skin.	4.1 Assess ***premature ageing of skin*** and discuss ***possible causes*** with client.
	4.2 Apply massage routine according to agreed treatment plan.
	4.3 Vary application of ***massage movements*** to suit skin elasticity, skin condition, degree of subcutaneous fat and treatment plan.
	4.4 Apply micro current treatment according to where indicated by treatment plan.
	4.5 Apply ***direct current treatment*** using a combination of ***serums.***
	4.6 Select and apply ***high frequency treatment*** where indicated in treatment plan.

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		4.7 Apply and remove ***soothing products*** according to manufacturer instructions and treatment plan.
		4.8 Vary length of treatment to suit client requirements and comfort level.
5	Treat red, flushed skin (erythema).	5.1 Apply treatment routine according to agreed treatment plan.
		5.2 Vary application of massage movements in line with treatment plan to suit client requirements.
		5.3 Select and apply direct current treatments and serums according to agreed treatment plan.
		5.4 Apply post-treatment skin care according to agreed treatment plan.
		5.5 Select, apply and remove soothing products according to manufacturer instructions and treatment plan.
		5.6 Vary length of treatment to suit client requirements and comfort level.
6	Treat mature seborrhoea and/or acne.	6.1 Apply treatment routines combining different procedures according to agreed treatment plan.
		6.2 Perform skin exfoliation and steaming according to agreed treatment plan.
		6.3 Select and apply direct current treatments according to agreed treatment plan.
		6.4 Select and apply high frequency treatment according to agreed treatment plan.
		6.5 Apply micro currents according to agreed treatment plan.
		6.6 Apply after-care treatment according to agreed treatment plan.
		6.7 Select, apply and remove soothing products according to manufacturer instructions and treatment plan.
		6.8 Vary length of treatment to suit client requirements.
7	Advise on further treatments.	7.1 Obtain ***client feedback*** and amend treatment plan as required.
		7.2 Note ***adverse effect***s and explain to client.
		7.3 Recommend ***future treatment program*** according to client or specific treatment requirements.
		7.4 Advise client regarding suitable ***home-care products*** and appropriate ***lifestyle changes*** as required.
		7.5 Advise client of expected outcomes of future treatments.
		7.6 Rebook client according to agreed treatment plan.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - interpret treatment plans and identify and adjust to changes in client's condition
  - identify the physical appearance of:
    - various skin types
    - normal skin
    - abnormal skin conditions
    - minor skin blemishes
  - apply and remove products according to manufacturer instructions and treatment plans
  - apply electrical currents to meet treatment plan
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to read and apply relevant workplace documents and manufacturers' product information
- time-management skills to manage time throughout treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to advanced facial treatments
- workplace environmental controls for cleaning and disposing of waste product and equipment
- appearance of contraindications and adverse effects
- effects and benefits of a defined range of workplace skin care and facial treatment products
- factors likely to affect the suitability of each treatment to client needs and effects and benefits of each step in advanced facial treatments
- anatomy and physiology of the skin and skin structures as they relate to beauty treatments, including:
  - simplified cross-section of skin
  - glands as they relate to basic skin function

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  - skin chemicals, including sebum and sweat production:
    - normal and abnormal
    - collagen
    - elastin
    - lipids
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on skin
  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - effects of treatments on physical structure of skin
  - trans-epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora
- body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to skin, muscles and nerves, including:
  - skeletal and muscular system, including muscle contractility and motor points, position and action of superficial muscles of face, throat and chest
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of skin
- principles and properties of electricity as they relate to advanced facial treatments
- basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on skin or which may be contraindicated in combination with relevant skin conditions or products used in a treatment procedure
- cosmetic chemistry/ingredients in relevant treatment products, particularly in regard to:
  - their likely effects on skin
  - toxic effects of various substances and their contribution to premature ageing
  - possible contraindications in combination with other products or circumstances
- operator's legal and insurance liabilities and responsibilities in regard to services and use and preparation of treatment products
- causes of skin reactions and allergies in regard to treatments.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting a treatment plan and making any adjustments required by variations in the client's condition
- safely and effectively sequencing and applying a range of facial treatments, procedures, products and electrical equipment, as listed in the range statement and applied across a range of clients with different treatment needs
- selecting and applying a variety of treatment products, electrical equipment and massage mediums
- using time effectively and controlling product waste
- evaluating facial treatment and advising client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstations
  - adjustable facial couch with safe working access for operator and equipment
  - magnifying lamp
  - facial steamer or vapourzone
  - direct high frequency
  - micro current
  - brush machine
  - facial massage products from a professional

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range
    - home-care treatments product range
    - apprppriate supply of towels
    - client gown or cover
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
    - manufacturer's equipment instructions
    - product instructions
    - manufacturer safety data sheets
    - workplace policies and procedures manuals
- a range of clients with different facial requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
    - preparing the client for facial treatment
    - applying products and equipment to treat mature seborrhoea
    - providing electrical post-treatment procedures
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of facial treatment procedures, including the application of infection control, electrical safety and treatment routines
- completion of workplace documentation relevant to providing facial treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS403A Recognise body structures and systems in a beauty therapy context

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- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS405A Develop treatment plans
- SIBBCCS407A Interpret the chemical composition and physical actions of cosmetic products
- SIBBCCS408A Promote healthy nutritional options in a beauty therapy context.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- required treatments
- outcomes of any previous treatments
- facial areas requiring special treatment
- routine and sequence of massage movements
- contraindications
- relevant medical history and medications
- products used
- tools and equipment
- duration and frequency of treatments
- after-care products and advice.

Variations to treatment plan may include:

- changes in client's physical condition
- changes in client requirements.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Products may include:

- cleansers
- exfoliants:
  - friction
  - biological
  - chemical
- setting masks
- non-setting masks

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- specialised masks
- toning lotions
- moisturisers
- oils
- serums.

Equipment must include:

- direct high frequency
- brush machine
- steamer or vapourzones
- magnifying lamp
- micro current
- galvanic.

Equipment may include:

- indirect high frequency
- low level intensity laser
- neuromuscular electronic stimulator or low frequency
- woods light.

Relevant legislation and codes may include:

- state or territory and local government health regulations
- state or territory Acts and local regulations relating to skin penetration
- occupational health and safety regulations
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene
- selection of face and skin care products
- performance of advanced facial treatments
- time frame allocated for service
- room temperature adjustment
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency.

Massage routine must include:

- rhythm
- repetition
- variation.

Treatment area may include:

- face
- décolletage

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	• back.
Minor skin conditions may include:	• open comedones • closed comedones • milia.
Premature ageing of skin may include:	• leathery, blotchy appearance • extensive, deep wrinkling • loss of elasticity • thickened epidermis.

Possible causes may include:	• sun damage
	• diet
	• environmental pollutants:
	  • tobacco
	  • alcohol
	• climatic conditions
	• lifestyle conditions.

Massage movements must include:	• effleurage • petrissage • tapotement • vibration.
Massage movements may include:	• Dr Jacquet • pressure points • superficial lymph drainage.
Direct current treatments must include:	• iontophoresis • disincrustation.
Serums may include:	• vasoconstrictive • anti-inflammatory.
High frequency treatments may include:	• direct • indirect.
Soothing products may include:	• masks • oils.
Client feedback may include:	• comments regarding level of satisfaction • suggestions • enquiries.
Adverse effects may include:	• erythema or inflammatory reaction to skin care products or massage medium • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products.
Future treatment program	• facial treatments

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may include:	• diathermy.
Home-care products may include:	• cleansers • toners • moisturisers • remedial products • sunscreens.

Lifestyle changes may include:	• improved:
	  • diet
	  • alcohol consumption
	  • tobacco consumption
	  • sun protection.

Unit Sector(s)

Beauty

Competency Field

Facial Services

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SIBBHRS301A Perform waxing treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely apply waxing treatments on the face and body, to reduce unwanted hair.

This is unit part of a suite of waxing units. Waxing services for intimate areas of the body are described in:

- SIBBHRS502A Perform female intimate waxing treatments
- SIBBHRS503A Perform male intimate waxing treatments.

Application of the Unit

This is a common service offered in most beauty salons, and is often performed when the client wishes to achieve instant temporary removal of hair on areas of the face or body.

The unit applies to beauty operators who perform a range of skilled operations, where some discretion and judgement is required in the selection of products, equipment, and contingency measures within commercial service time constraints.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for a waxing service.	1.1 Prepare service area, ***client*** and self according to ***relevant legislation*** and ***workplace policies and procedures***.
	1.2 Identify client requirements, characteristics and areas of skin or hair growth requiring special treatment, and recommend treatment plan.
	1.3 Identify and explain to client ***contraindications*** where present, and refer to an ***appropriate professional*** where indicated.
	1.4 Select ***procedure*** and ***products*** according to agreed treatment plan and confirm with client.
2 Perform waxing treatments.	2.1 Prepare and clean ***waxing treatment areas*** according to workplace procedures.
	2.2 Prepare, apply and remove wax according to manufacturer instructions, and workplace policies and procedures.
	2.3 Remove all unwanted hair according to confirmed treatment plan.
	2.4 Maintain recommended wax temperature throughout service according to manufacturer instructions.
	2.5 Apply ***soothing after-wax product*** according to client requirements and workplace practice.
	2.6 Safely dispose of waste hair and wax product, to minimise negative environmental impacts according to health regulations and workplace policies and procedures.
3 Review treatment and provide post-treatment advice.	3.1 Obtain client feedback and record relevant outcomes of treatment.
	3.2 Identify and explain any ***adverse effects*** to client, and treat where required.
	3.3 Recommend ***future treatment program*** according to client needs.
	3.4 Revise treatment plan as required.
	3.5 Provide ***home-care advice*** according to client needs.
	3.6 Make ***product recommendations*** according to client

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requirements.

3.7 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to local contraindications and adverse effects
  - identify client characteristics and recommend treatment
  - safely perform waxing services within commercial time frames
- literacy skills to:
  - read and interpret documents, such as manufacturer's product instructions, product safety data sheets and records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to:
  - manage product quantities and wax temperature
  - manage time effectively.

Required knowledge

The following knowledge must be assessed as part of this unit:

- operator responsibility under state or territory Acts and local regulations relevant to skin penetration, including:
  - modes of infectious disease transmission
  - difference between hygiene, disinfection and sterilisation
  - benefits of chemical and physical disinfection
  - methods of sterilisation and disinfection
  - infection control procedures
- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to depilatory wax treatments
- workplace environmental controls for cleaning and disposing of waste wax product and equipment
- appearance and management of contraindications and adverse effects
- relevant workplace procedures
- workplace product range and manufacturer instructions and safety data sheets

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- hair growth patterns
- effects of waxing and tweezing on hair
- growth cycle of hair and its relationship to waxing and tweezing
- normal skin response to irritation and trauma
- the following in regard to temporary hair removal treatments:
  - factors to take into account when referring a client to more lasting hair reduction services or to a medical practitioner
  - categories of wax and advantages of each
  - alternative progressive hair removal methods, e.g. infra-red and hair-retarding products used in conjunction with waxing procedures.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant health regulations and workplace procedures regarding safe waxing treatments
- safely disposing of waste hair and wax according to workplace environmental controls
- safely and hygenically applying hot wax and strip waxing treatment services on various areas of face and body
- evaluating outcomes of waxing treatments and advising clients on future treatments, home care and complementary products
- using time effectively and controlling product waste.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- that competency is demonstrated in a simulated workplace environment in a range of real workplace situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped waxing treatment area, which

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includes as a minimum:

- individual client workstations
- adjustable treatment couch with equipment and operator safe working access at head, foot and each side
- stable wax pot bench area with electricity supply in each workstation
- magnifying lamp
- temperature controlled hot wax pot
- cold wax pot
- supply of disposable spatulas
- trolley
- supply of disposable towels
- client gown or cover
- professional range of depilatory wax products
- soothing after-treatment products from workplace range
- personal protective equipment, including disposable gloves

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different waxing requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - identifying client characteristics and developing a treatment plan according to client's needs
  - preparing, applying and removing wax according to client requirements
  - disposing of used wax according to health

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regulations
    - providing advice on home-care products according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
    - safe practice
    - dealing with adverse outcomes
    - relevant infection control procedures
- completion of workplace documentation relevant to the provision of waxing treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS301A Apply the principles of skin biology to beauty treatments
- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- male or female clients
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Relevant legislation may include:

- state or territory Acts and local regulations relevant to skin penetration
- federal, state or territory, and local health and hygiene regulations
- occupational health and safety regulations.

Workplace policies and

- health and hygiene

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procedures may include:	• comfort and privacy
	• designated time frames for the completion of service
	• environmental protection practices, such as:
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency.

Treatment plan may include:	• required service • procedures • products • tools and equipment • follow-up treatments.
Contraindications may include:	• bacterial, viral or fungal infections • rashes • skin trauma • impetigo • scabies • lice • acne • sunburn • scar tissue and lesions • varicose veins • recent scars • medications that cause skin thinning • hypertrophic and keloid tendency • other visible non-normal skin.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Procedures may include:	• waxing • bleaching • body hair clipping • tweezing, shaving, and using abrasive mitts.
Products must include:	• strip wax • hot wax.
Waxing treatment areas must include:	• legs • arm and underarm • lip • chin

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	• eyebrow • bikini.
Treatment areas may include:	• torso • feet • hands.
Soothing after-wax product may include:	• oil • cream • lotion.
Adverse effects may include:	• inflammation • spotting of skin • hive-like reactions • ingrown hairs • torn skin • bruising • broken capillaries • infection of hair follicle • burns • bleeding from follicles.
Future treatment program may include:	• number and frequency of future treatments • alternative hair reduction treatments.
Home-care advice may include:	• follow-up treatments • future prevention of ingrown hairs • prevention of infection.
Product recommendations may include:	• moisturiser • hair retardants • remedial products.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBHRS502A Perform female intimate waxing treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely remove hair from female intimate body areas using various waxing techniques. It is part a suite of hair reduction services that may be available in beauty salons to meet the needs of different female clients.

Waxing on other body areas and male intimate waxing treatments are described in separate units. Alternative hair reduction treatments, such as electrolysis, intense pulsed light and laser hair reduction, require specialised skills and knowledge and are also presented in separate units.

Application of the Unit

This is a service offered in beauty salons, and is performed when the client wishes to achieve instant temporary removal of hair on intimate areas of the body.

The unit applies to beauty therapists demonstrating sensitivity, maturity and confidentiality in their client interactions; and exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Plan female intimate area waxing treatments.	1.1 Use ***consultation techniques*** to determine ***client*** requirements and visually identify characteristics and areas of skin or hair growth which may require special treatment.
	1.2 Recognise and clearly explain any ***contraindications*** to client and take ***necessary action***.
	1.3 Clearly explain possible ***contra-actions*** to client prior to agreeing to intimate area waxing treatment.
	1.4 Conduct a patch test on a suitable area of groin and observe skin reaction before proceeding with treatment.
	1.5 Discuss, review and confirm ***treatment plan*** with client, clearly explaining process to assist client understanding.
	1.6 Obtain informed and signed parent or guardian consent and ensure that a parent or guardian is present throughout intimate waxing process for minors.
	1.7 Obtain signed written informed consent from each client prior to carrying out treatment.
2 Prepare for treatment.	2.1 Clean and disinfect tools and equipment to meet workplace standards and relevant health regulations.
	2.2 Prepare work environment to meet ***workplace requirements*** and ***relevant health regulation***s and ensure ***environmental conditions*** are suitable to client and treatment.
	2.3 Perform ***client preparation*** to meet agreed treatment plan.
	2.4 Select and position suitable equipment, materials, applicators and ***products*** for an ***intimate waxing service***.
	2.5 Wear ***suitable personal protective equipment*** according to workplace requirements.
	2.6 Disinfect own hands prior to commencing service and maintain accepted industry and workplace hygiene and safety standards throughout treatment.
3 Maintain safe and	3.1 Ensure own posture and position minimise fatigue and risk of

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	effective methods of intimate area waxing.	injury to self and client. 3.2 Ensure client modesty and privacy at all times. 3.3 Apply wax using single dip disposable spatulas and minimise wastage of product during application. 3.4 Safely dispose of waste hair and wax to minimise negative environmental impacts according to health regulations and workplace policies and procedures. 3.5 Ensure that treatment is performed within the workplace service time frame. 3.6 Complete treatment plan so that it is a current record, accurate, easy to read, and signed by client and practitioner. 3.7 Leave work area and equipment in a clean and hygienic condition suitable for further waxing treatments.
4	Remove unwanted hair.	4.1 Select pre-wax application products that match wax being used, and use according to manufacturer instructions. 4.2 Check that wax is correct temperature for both client and also the area to be treated, immediately prior to waxing treatment, and maintain that temperature throughout the service. 4.3 Apply and remove wax according to manufacturer instructions, the area and hair growth pattern. 4.4 Provide clear instructions to client on how and when to support surrounding skin during waxing treatment. 4.5 Apply ***work techniques*** that minimise discomfort, check client's wellbeing throughout treatment, and offer reassurance as necessary. 4.6 Discontinue treatment and provide advice and recommendations for any other relevant treatment where contra-actions occur. 4.7 Ensure treatment area is free of wax product and apply soothing after-wax product according to client requirements and workplace practice. 4.8 Confirm client satisfaction and that all unwanted hair has been removed according to agreed treatment plan.
5	Review treatment plan and provide post-treatment advice.	5.1 Offer ***home-care advice*** suitable to client's individual needs. 5.2 Suggest products suitable for application to soothe skin irritation in intimate areas if required. 5.3 Recommend ***future treatment program*** according to client needs. 5.4 Revise recommended treatment plan as required. 5.5 Rebook client according to agreed treatment plan.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - conduct visual examination of skin and hair growth in area to be treated
  - respond to local contraindications
  - identify client characteristics, and recommend and perform a service, including:
    - preparation of service area
    - preparation of products and equipment
    - preparation of client
    - application of products
    - waxing procedures, including preparation of area, pattern of wax application and removal
    - cleaning and disposing of products and equipment
    - care and temperature control of equipment
    - post-treatment procedures and advice
    - home-care advice to clients
- self-management, time-management, planning and organising skills to complete female intimate area waxing services within commercial deadlines
- problem-solving skills to identify contraindications to treatment or contra-actions during the service and take necessary action
- literacy skills to:
  - read and interpret documents, such as manufacturer's product instructions, product safety data sheets, and records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to manage product quantities and wax temperature.

Required knowledge

The following knowledge must be assessed as part of this unit:

- operator responsibilities according to relevant health, safety and hygiene regulations and skin penetration legislation
- workplace infection control procedures and application of universal precautions in context of providing waxing services
- workplace environmental controls for cleaning and disposing of waste wax product and equipment
- age at which an individual is classed as minor according to relevant federal, state or territory legislation, and why minors must only be treated with informed and signed parental or guardian consent
- effective consultation techniques relating to treatment when communicating with

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clients from different cultural and religious backgrounds, age and disability
- relevance and importance of clearly explaining the following to clients:
  - possible contraindications
  - possible contra-actions
  - possible skin sensitivity during menstruation
- contraindications, including those that:
  - prevent treatment but will not require medical referral
  - require medical approval, and why this is necessary
  - restrict treatment as listed in range statement, and why this is necessary
- how to recognise and deal with contra-actions that can occur as a result of intimate waxing treatments
- reasons why it is important for client to personally cleanse area to be treated
- operator techniques that minimise risk of misinterpreting behaviour
- workplace product range and manufacturer instructions and safety data sheets
- hair growth patterns
- intimate area skin response to irritation and trauma
- correct medical terminology for female genitalia
- structure of female genitalia
- types of equipment and product used for intimate waxing, including:
  - ingredients and composition of waxing products
  - types of product suitable for soothing skin irritation in intimate areas
  - types of shaping templates and how to use them
  - various techniques associated with, and working temperatures for, different types of hot wax, warm wax and sugar paste
  - suitability of specific products for certain hair types
- factors relating to the use of waxing products:
  - how to apply and remove different waxing products
  - product application requirements in relation to direction of hair growth
  - precautions that need to be taken when removing hair around conditions which restrict treatment
  - expected skin reaction to waxing
- other methods of temporary hair removal, such as tweezing, shaving, depilatory creams, electrical depilatory; and effect of these on waxing process
- reasons for restricting operator conversation to instructions during intimate waxing service
- how to deal with circumstances in which client's behaviour breaches professional status of treatment.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using questioning and visual examination to consult, prepare and plan for intimate area waxing services for a variety of female clients
- applying knowledge of range of designs and outcomes achieved by commonly offered female intimate area waxing services
- applying relevant regulations and workplace procedures to consistently, safely and efficiently perform female intimate area waxing treatment services within commercial time constraints
- identifying contra-actions or other problems which may arise during services and taking necessary action to protect comfort and safety of the client or operator
- evaluating outcomes of waxing treatments and advising clients on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- that competency is demonstrated in a simulated workplace environment in a range of real workplace situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped waxing treatment area, which includes as a minimum:
  - individual client workstations
  - adjustable treatment couch with equipment and operator safe working access at head, foot and each side
  - stable wax pot bench area with electricity supply in each workstation
  - magnifying lamp
  - temperature controlled hot wax pot

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EVIDENCE GUIDE

- cold wax pot
- supply of disposable spatulas
- trolley
- supply of disposable towels
- client gown or cover
- personal protective equipment, including disposable gloves
- professional range of depilatory wax products
- soothing after-treatment products from workplace range

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different intimate waxing requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting with client's, performing visual examinations, and developing intimate area waxing treatment plans according to client needs
  - preparing, applying and removing wax according to client requirements
  - providing advice on home-care products and future treatments according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - safe practice
  - dealing with adverse outcomes
  - relevant infection control procedures
- completion of workplace documentation relevant to the

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EVIDENCE GUIDE

provision of waxing treatments
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by candidate
- completion of self-paced learning materials, including personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS503A Perform male intimate waxing treatments
- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation techniques may include:
- questioning
- visual examination
- reviewing client records
- providing treatment advice.

Clients may include:
- adult female clients of various ages
- female clients who are not minors
- female clients from different cultural and religious backgrounds
- female clients with disabilities
- new or regular clients with routine or special needs.

Contraindications may include:
- skin conditions in specific treatment area that prevent treatment but will not require medical referral, such as:
  - thin or fragile skin
  - scar tissue less than six months old
  - heat rash
  - sunburn
  - known allergies to wax products or ingredients
- conditions affecting treatment area which require medical approval, such as:

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- urinary infections
- sexually transmitted infections
- pubic lice
- contagious skin disease
- oedema

- conditions in specific treatment area which restrict treatment, such as:
  - moles
  - infected ingrown hairs
  - skin tags
  - external haemorrhoids.

Necessary action must include:

- the following actions across a range of clients:
  - encouraging client to seek medical advice
  - explaining why service cannot be carried out
  - modifying waxing service
  - refusing unsuitable client.

Contra-actions may include:

- bruising
- blood spots
- abrasions
- broken hair
- allergic reactions
- excessive erythema
- excessive and diminished hair growth.

Treatment plan must include:

- client name and contact details
- record of treatment area visual analysis
- contraindications if present
- patch test reaction
- required service
- procedures
- products
- tools and equipment
- treatment contra-actions where present
- soothing after-wax products used
- treatment outcomes
- recommended follow-up treatments.

Workplace requirements may include:

- health and hygiene
- comfort and privacy
- designated time frames for the completion of service
- environmental protection practices, such as:
  - waste minimisation

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	• energy efficiency, e.g. electricity saving devices and practices • waste disposal • resource management • water efficiency.
Relevant health regulations must include:	• state or territory Acts and local regulations relevant to skin penetration • federal, state or territory, and local health and hygiene regulations • occupational health and safety regulations.
Environmental conditions may include:	• privacy • lighting • heating • ventilation • general client comfort.
Client preparation must include:	• removal of accessories and clothing as necessary for treatment • protection of remaining client clothing to avoid contact with wax product • client's own cleansing of area to be treated • trimming of overlong hair prior to treatment.

Products may include:	• pre-wax application products:
	  • oils
	  • powders
	• waxing products:
	  • hot wax
	  • warm wax
	  • sugar paste
	• soothing after-wax products.

Intimate waxing service must include:	• full • partial • shaping.
Suitable personal protective equipment may include:	• protective goggles • powder free nitrile or vinyl gloves • apron.
Work techniques must include:	• stretching and manipulating skin during application and removal • speed of product removal • direction and angle.
Home-care advice may include:	• avoidance of activities which may cause contra-actions

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	• future prevention of ingrown hairs • prevention of infection • personal hygiene.
Future treatment program may include:	• number and frequency of future treatments • alternative hair reduction treatments.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBHRS503A Perform male intimate waxing treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely remove hair from male intimate body areas using various waxing techniques. It is part a suite of hair reduction services that may be available in beauty salons to meet the needs of different clients.

Waxing on other body areas and female intimate waxing treatments are described in separate units. Alternative hair reduction treatments, such as electrolysis, intense pulsed light and laser hair reduction, require specialised skills and knowledge; and are also presented in separate units.

Application of the Unit

This is a service offered in some beauty salons, and is performed when the client wishes to achieve instant temporary removal of hair on intimate areas of the body.

The unit applies to beauty therapists demonstrating sensitivity, maturity and confidentiality in relating to clients; and judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Plan male intimate area waxing treatments.	1.1 Use ***consultation techniques*** to determine client requirements and visually identify characteristics and areas of skin or hair growth which may require special treatment.
	1.2 Recognise and clearly explain any ***contraindications*** to client and take ***necessary action***.
	1.3 Clearly explain possible ***contra-actions*** to the client prior to agreeing to intimate area waxing treatment.
	1.4 Conduct a patch test on a suitable area of groin and observe skin reaction before proceeding with treatment.
	1.5 Discuss, review and confirm ***treatment plan*** with client, clearly explaining process to assist client understanding.
	1.6 Obtain informed and signed parent or guardian consent and ensure that a parent or guardian is present throughout intimate waxing process for minors.
	1.7 Obtain signed written informed consent from each client prior to carrying out treatment.
2 Prepare for treatment.	2.1 Clean and disinfect tools and equipment to meet workplace standards and relevant health regulations.
	2.2 Prepare work environment to meet ***workplace requirements*** and ***relevant health regulations*** and ensure ***environmental conditions*** are suitable to client and treatment.
	2.3 Perform ***client preparation*** to meet agreed treatment plan.
	2.4 Select and position suitable equipment, materials, applicators and ***products*** for ***intimate waxing service***.
	2.5 Wear ***suitable personal protective equipment*** according to workplace requirements.
	2.6 Disinfect own hands prior to commencing service, and maintain accepted industry and workplace hygiene and safety standards throughout treatment.
3 Maintain safe and	3.1 Ensure own posture and position minimise fatigue and risk of

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	effective methods of intimate area waxing.	injury to self and client. 3.2 Ensure client modesty and privacy at all times. 3.3 Apply wax using single dip disposable spatulas and minimise wastage of product during application. 3.4 Safely dispose of waste hair and wax to minimise negative environmental impacts, according to health regulations and workplace policies and procedures. 3.5 Ensure that treatment is performed within workplace service time frame. 3.6 Complete treatment plan so that it is a current record, accurate, easy to read, and signed by client and practitioner. 3.7 Leave work area and equipment in a clean and hygienic condition suitable for further waxing treatments.
4	Remove unwanted hair.	4.1 Select pre-wax application products that match wax being used and use according to manufacturer instructions. 4.2 Check that wax is correct temperature for both the client and also the area to be treated, immediately prior to waxing treatment, and maintain that temperature throughout service. 4.3 Apply and remove wax according to manufacturer instructions, the area and hair growth pattern. 4.4 Provide clear instructions to clients on how and when to support surrounding skin during waxing treatment. 4.5 Apply ***work techniques*** that minimise discomfort, check client's wellbeing throughout treatment and offer reassurance as necessary. 4.6 Discontinue treatment and provide advice and recommendations for any other relevant treatment where contra-actions occur. 4.7 Ensure treatment area is free of wax product and apply soothing after-wax product according to client requirements and workplace practice. 4.8 Confirm client satisfaction and that all unwanted hair has been removed according to agreed treatment plan.
5	Review treatment and provide post-treatment advice.	5.1 Offer ***home-care advice*** suitable to client's individual needs. 5.2 Suggest products suitable for application to soothe skin irritation in intimate areas if required. 5.3 Recommend ***future treatment program*** according to client needs. 5.4 Revise recommended treatment plan as required. 5.5 Rebook client according to agreed treatment plan.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - conduct visual examination of skin and hair growth in area to be treated
  - respond to local contraindications
  - identify client characteristics, and recommend and perform a service, including:
    - preparation of service area
    - preparation of products and equipment
    - preparation of client
    - application of products
    - waxing procedures, including preparation of area, pattern of wax application and removal
    - cleaning and disposing of products and equipment
    - care and temperature control of equipment
    - post-treatment procedures and advice
    - home-care advice to client
- self-management, time-management, planning and organising skills to complete male intimate area waxing services within commercial deadlines
- problem-solving skills to identify contraindications to treatment or contra-actions during the service and take necessary action
- literacy skills to:
  - read and interpret documents, such as manufacturer's product instructions, product safety data sheets and records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to manage product quantities and wax temperature.

Required knowledge

The following knowledge must be assessed as part of this unit:

- operator responsibilities according to relevant health, safety and hygiene regulations and skin penetration legislation
- workplace infection control procedures and application of universal precautions in context of providing waxing services
- workplace environmental controls for cleaning and disposing of waste wax product and equipment
- age at which an individual is classed as minor according to relevant federal, state or territory legislation, and why minors must only be treated with informed and signed parental or guardian consent
- effective consultation techniques relating to treatment when communicating with

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clients from different cultural and religious backgrounds, age and disability
- relevance and importance of clearly explaining the following to clients:
  - possible contraindications
  - possible contra-actions
  - possible skin sensitivity
- contraindications, including those that:
  - prevent treatment but will not require medical referral
  - require medical approval, and why this is necessary
  - restrict treatment as listed in range statement, and why this is necessary
- how to recognise and deal with contra-actions that can occur as a result of intimate waxing treatments
- reasons why it is important for client to personally cleanse area to be treated
- operator techniques that minimise risk of misinterpreting behaviour
- workplace product range and manufacturer instructions and safety data sheets
- hair growth patterns
- intimate area skin response to irritation and trauma
- correct medical terminology for male genitalia
- structure of male genitalia
- types of equipment and product used for intimate waxing, including:
  - ingredients and composition of waxing products
  - types of product suitable for soothing skin irritation in intimate areas
  - types of shaping templates and how to use them
  - various techniques associated with, and working temperatures for, different types of hot wax, warm wax and sugar paste
  - suitability of specific products for certain hair types
- factors relating to the use of waxing products:
  - how to apply and remove different waxing products
  - product application requirements in relation to direction of hair growth
  - precautions that need to be taken when removing hair around conditions which restrict treatment
  - expected skin reaction to waxing
- other methods of temporary hair removal, such as tweezing, shaving, depilatory creams, electrical depilatory; and effect of these on waxing process
- reasons for restricting operator conversation to instructions during intimate waxing service
- how to deal with circumstances in which client's behaviour breaches professional status of treatment.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using questioning and visual examination to consult, prepare and plan for intimate area waxing services for a variety of male clients
- applying knowledge of the range of designs and outcomes achieved by commonly offered male intimate area waxing services
- applying relevant regulations and workplace procedures to consistently, safely and efficiently perform male intimate area waxing treatment services within commercial time constraints
- identifying contra-actions or other problems which may arise during services and taking necessary action to protect the comfort and safety of the client or operator
- evaluating the outcomes of waxing treatments and advising clients on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- that competency is demonstrated in a simulated workplace environment in a range of real workplace situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped waxing treatment area, which includes as a minimum:
  - individual client workstation
  - adjustable treatment couch with equipment and operator safe working access at head, foot and each side
  - stable wax pot bench area with electricity supply in each workstation
  - magnifying lamp

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- temperature controlled hot wax pot
- cold wax pot
- supply of disposable spatulas
- trolley
- supply of disposable towels
- client cover
- personal protective equipment, including disposable gloves
- professional range of depilatory wax products
- soothing after-treatment products from the workplace range

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different intimate waxing requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting with client's, performing visual examinations, and developing intimate area waxing treatment plans according to client needs
  - preparing, applying and removing wax according to client requirements
  - providing advice on home-care products and future treatments according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - safe practice
  - dealing with adverse outcomes
  - relevant infection control procedures

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- completion of workplace documentation relevant to provision of waxing treatments
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by candidate
- completion of self-paced learning materials, including personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS502A Perform female intimate waxing treatments
- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation techniques may include:

- questioning
- visual examination
- manual examination
- reviewing client records
- providing treatment advice.

Clients may include:

- adult male clients of various ages
- male clients who are not minors
- male clients from different cultural and religious backgrounds
- male clients with disabilities
- new or regular clients with routine or special needs.

Contraindications may include:

- skin conditions in the specific treatment area that prevent treatment but will not require medical referral, such as:
  - thin or fragile skin
  - scar tissue less than six months old
  - heat rash
  - sunburn

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- known allergies to wax products or ingredients, such as rosin
- conditions affecting treatment area which require medical approval, such as:
  - urinary infections
  - sexually transmitted infections
  - pubic lice
  - contagious skin disease
  - oedema
- conditions in specific treatment area which restrict treatment, such as:
  - moles
  - infected ingrown hairs
  - skin tags
  - external haemorrhoids.

Necessary action must include:

- the following actions across a range of clients:
  - encouraging client to seek medical advice
  - explaining why service cannot be carried out
  - modifying waxing service
  - refusing unsuitable client.

Contra-actions may include:

- bruising
- blood spots
- abrasions
- broken hair
- allergic reactions
- excessive erythema
- excessive and diminished hair growth.

Treatment plan must include:

- client name and contact details
- record of treatment area visual analysis
- contraindications if present
- patch test reaction
- required service
- procedures
- products
- tools and equipment
- treatment contra-actions where present
- soothing after-wax products used
- treatment outcomes
- recommended follow-up treatments.

Workplace requirements may

- health and hygiene
- comfort and privacy

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include:	• designated time frames for completion of the service
	• environmental protection practices, such as:
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency.

Relevant health regulations must include:	• state or territory Acts and local regulations relevant to skin penetration • federal, state or territory, and local health and hygiene regulations • occupational health and safety regulations.
Environmental conditions may include:	• privacy • lighting • heating • ventilation • general client comfort.
Client preparation must include:	• removal of accessories and clothing as necessary for treatment • protection of remaining client clothing to avoid contact with wax product • client's own cleansing of area to be treated • trimming of overlong hair prior to treatment.

Products may include:	• pre-wax application products:
	  • oils
	  • powders
	• waxing products:
	  • hot wax
	  • warm wax
	  • sugar paste
	• soothing after-wax products.

Intimate waxing service must include:	• lower back • buttocks • anal area • scrotum • penis.
Suitable personal protective equipment may include:	• protective goggles • powder free nitrile or vinyl gloves • apron.

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Work techniques must include:	• stretching and manipulating skin during application and removal • speed of product removal • direction and angle.
Home-care advice may include:	• avoidance of activities which may cause contra-actions • future prevention of ingrown hairs • prevention of infection • personal hygiene.
Future treatment program may include:	• number and frequency of future treatments • alternative hair reduction treatments.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBHRS504A Provide electrolysis treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and safely perform electrolysis treatments to reduce unwanted hair on the face or body.

Other hair reduction treatments, such as waxing, intense pulsed light and laser hair reduction, require specialised skills and knowledge and are presented in separate units.

Application of the Unit

This unit describes a specialised service offered in the beauty industry. It is part a suite of hair reduction treatments that may be available in beauty salons to meet the needs of different clients and is offered in response to analysis of client treatment requirements. Service outcomes are usually achieved across a treatment program that involves multiple treatments.

The unit applies to beauty therapists demonstrating sensitivity and confidentiality in relating to clients; and exercising judgement in planning and implementing an appropriate treatment program to safely achieve desired hair reduction outcomes for each client.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

HLTIN402B Maintain infection control standards in office practice settings

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client ***treatment plan.***
	1.2 Identify and note ***variations to the treatment plan.***
	1.3 Confirm treatment plan with ***client.***
	1.4 Obtain written consent from client.
	1.5 Select ***treatment procedure*** according to agreed treatment plan.
2 Prepare client for electrolysis service.	2.1 Prepare service area, operator and client according to ***relevant legislation*** and ***workplace policies and procedures***.
	2.2 Select and prepare ***equipment*** according to agreed treatment plan, relevant legislation and workplace policies and procedures.
3 Perform a patch test.	3.1 Select a small area of skin to conduct a ***patch test***.
	3.2 Perform a patch test according to agreed treatment plan, relevant legislation and workplace policies and procedures.
	3.3 Select ***post-treatment skin care products*** and apply according to agreed treatment plan and client reaction to the patch test.
	3.4 Dispose or treat probe and other equipment in accordance with relevant legislation.
	3.5 Assess outcomes of patch test and amend where appropriate to confirm the future treatment plan with client.
4 Perform permanent hair removal.	4.1 Prepare client according to agreed treatment plan and workplace policies and procedures.
	4.2 Cleanse ***treatment area*** according to relevant legislation and workplace policies and procedures.
	4.3 Select probe size, electrical current type and level; and apply according to treatment plan, constantly monitoring reactions and adjusting for client comfort and safety.
	4.4 Apply ***infection control*** and ***skin penetration procedures*** according to relevant legislation and workplace policies and procedures.
	4.5 Safely dispose of ***treatment waste*** to minimise negative

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		environmental impacts according to health regulations and workplace policies and procedures.
		4.6 Select and apply ***electrical post-treatment care*** according to treatment plan and client service reaction and requirements.
		4.7 Select post-treatment skin care products and apply according to client needs.
		4.8 Dispose of probe and treat other equipment in accordance with relevant legislation and workplace policies and procedures.
5	Review treatment and provide post-treatment advice.	5.1 Obtain ***client feedback*** and record ***relevant outcomes of treatment***.
		5.2 Reconfirm ***future treatment program*** according to treatment outcome and client needs.
		5.3 Explain possible ***adverse effects*** to client.
		5.4 Provide ***home-care advice*** according to client needs.
		5.5 Rebook client according to agreed treatment plan.
		5.6 Advise ***source of referral*** of treatment progress, if requested.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - apply infection control procedures
  - conduct and evaluate a patch test
  - respond to contraindications and adverse effects
  - interpret treatment plan and adapt treatment to accommodate changes in client's physical condition
  - apply a range of electrical treatment and after-treatment equipment and products
- communication skills to respond to questions and provide information and reassurance to client throughout service
- literacy skills to:
  - read and interpret documents, such as health regulations, skin penetration regulations, manufacturer instructions, product safety data sheets, and records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to calculate desired current level and treatment area for each

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treatment session.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant state or territory Acts and local regulations relevant to skin penetration, including:
  - modes of infectious disease transmission
  - difference between hygiene, disinfection and sterilisation
  - benefits of chemical and physical disinfection
  - methods of sterilisation and disinfection
  - infection control procedures
- relevant occupational health and safety regulations and requirements
- transmission routes of infectious conditions and application of standard infection control procedures, including:
  - safe handling and disposal of sharps
  - contingency strategies for blood and body fluid contact, clients with contagious diseases
- immunity and how it is acquired
- workplace policies and procedures in regard to permanent hair removal treatments
- appearance of contraindications and adverse effects
- effects and benefits of defined range of skin care products
- factors likely to affect suitability of electrolysis to client needs and effects, risks and benefits of electrolysis treatments
- skin hair structure and growth in regard to permanent hair removal treatments, including:
  - types of hair: lanugo, vellus and terminal
  - factors affecting hair growth, such as:
    - hormonal: topical and systemic
    - exposure to sunlight
    - heredity
    - drugs and chemicals
  - hair growth patterns
  - influence of hair removal on hair growth
  - ingrown hairs, causes and treatment
  - growth cycle of hair and its relationship to permanent hair removal
  - histology of hair
- relationship between nutrition and healthy skin, particularly foods which may have an effect on skin or which may be contraindicated in combination with relevant skin conditions, or products used in a treatment procedure or diet-related diseases which may affect electrolysis treatments
- operator's legal and insurance liabilities and responsibilities in regard to electrolysis services and use and preparation of treatment products

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- causes of skin reactions in regard to electrolysis treatments and appearance and management of specific treatment complication or adverse effects, including:
  - inflammation arising from the permanent hair removal treatments
  - torn skin
  - bruising
  - broken capillaries
  - infections of the hair follicle
  - burns to skin
  - bleeding from follicles
- physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
  - skin diseases and disorders
- typical medical treatments, drugs and side effects relevant to hair reduction using electrolysis
- relevant electrical equipment, including:
  - properties and use of electrical energy, electrostatics and electrical current, in permanent hair removal
  - use of alternating current for high frequency treatments
  - sources and effects of laser treatment in permanent hair removal
  - safe practices and management
- factors affecting:
  - client pain tolerance
  - needle or probe size selection
  - accurate probing, including duration, angle and depth
  - correct probing and successful treatment outcomes
  - safety and comfort
  - current intensity and method choice
  - causes of skin damage
- electrical post-treatment care procedures, including low-frequency laser and healing products
- post-treatment advice for specific treatment areas, including underarm, chest, stomach, bikini line and face
- factors affecting treatment planning, including skin healing, skin reaction, follicle distribution, areas treated, extent of area to be treated, client finances, pain tolerance
- workplace product and equipment range and manufacturer instructions and safety data sheets.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant state or territory and local health and hygiene regulations, including skin penetration regulations
- applying relevant regulations, workplace procedures, and safe work practices in regard to electrolysis treatments
- interpreting a treatment plan, including adapting treatment to accommodate changes in client's condition
- safely inserting probe and applying electrolysis treatments for clients with a variety of hair and follicle types, at a variety of hair growth stages and on a variety of treatment areas
- evaluating outcomes of an electrolysis treatment and advising client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of simulated situations which include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped electrolysis treatment area, which includes as a minimum:
  - individual client workstation
  - adjustable treatment couch with equipment and operator safe working access at head, foot and each side
  - access to sterilised small tools and equipment
  - electricity supply to each workstation
  - equipment that provides thermolysis, galvanic, direct, and alternating blend currents

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- magnifying lamp
- supply of disposable probes
- supply of needle acceptor tubes
- personal protective equipment, including disposable gloves

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different hair reduction requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - planning a treatment program that involves a series of electrolysis treatments to achieve client's desired hair reduction outcome
  - discussing variations to treatment plan with client
  - safely applying electrolysis treatments
  - applying infection control and skin penetration procedures according to health and hygiene
  - applying regulations and workplace policies and procedures
  - obtaining and recording feedback from client on outcomes of each stage of treatment program
- case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - actions of currents used in electrolysis
  - actions of electrolysis on hair follicle and surrounding skin
  - relevant skin penetration regulations
  - workplace environmental and infection controls

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- third-party reports from technical experts
- completion of self-paced learning material, including personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS405A Develop treatment plans
- SIBBCCS406A Use electricity in beauty therapy treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan may include:

- treatment area
- follicle type and distribution
- hair type:
  - single, compound
  - straight, curved
  - fine, coarse
  - lanugo, vellus, terminal
- treatment duration
- products
- equipment
- follow-up procedures
- contraindications:
  - bacterial, viral or fungal infections
  - impetigo
  - scabies
  - lice
  - boils and carbuncles
  - candidiasis
  - acne

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- rashes
- diabetes
- pigmentation disorders
- disorders of ageing skin
- sunburn
- biological changes, including:
  - puberty
  - menopause
  - premature ageing
  - anorexia
  - anaemia
  - pregnancy
- scar tissues and lesions
- dilated capillaries
- skin trauma
- pacemakers and metal implants
- other visible non-normal skin

- relevant medical history and medications
- outcomes of previous temporary and permanent hair removal treatments.

Variations to treatment plan may include:

- changes in client physical condition
- changes to client requirements.

Clients may include:

- male or female clients
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Treatment procedure may include:

- current duration
- current intensity
- pre- and post-treatment products.

Relevant legislation may include:

- state or territory Acts and local regulations relating to skin penetration
- state or territory and local health and hygiene regulations
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- workplace equipment, product range and manufacturer instructions
- designated time frame allocated for service
- infection controls
- environmental protection practices, such as:

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	• safe disposal of sharps and other treatment waste • waste minimisation • energy efficiency, e.g. electricity saving devices and practices • resource management • water efficiency.
Equipment must include:	• thermolysis • galvanic • direct and alternating blend • magnification lamp.

Patch test must include:	• replication of treatment plan:
	  • procedures
	  • products
	  • equipment.

Post-treatment skin care products may include:	• antiseptic • serums • lotions.
Treatment area may include:	• face • body • arms and legs.
Infection control must include:	• use of personal protective equipment • equipment sterilisation and disinfection • use of disposable equipment.
Skin penetration procedures must include:	• cleansing of treatment area • prevention of blood to blood contact • disposal of sharps • disposal of infectious and non-infectious waste.
Treatment waste may include:	• probes • hair • gloves • swabs.
Electrical post-treatment care may include:	• cataphoresis • high frequency • low level laser.
Client feedback may include:	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include:	• client satisfaction with treatment • pain experienced

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	• appearance of treatment area.
Future treatment program may include:	• number and frequency of further treatments • complementary services or treatments.
Adverse effects may include:	• erythema or inflammation arising from hair removal treatment or products • scarring • allergic reactions of skin or body to treatment or products • reactions of client to electrical current, treatment or product.
Home-care advice may include:	• care of treatment area • management of hair growth • product recommendations.
Source of referral may include:	• complementary therapist • medical practitioner.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBHRS705A Apply intense pulsed light and laser safety protocols

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply safe practice protocols when using intense pulsed light (IPL) and laser apparatus in conjunction with dermal treatments.

This unit is described in the context of IPL and laser applications for hair reduction and reflects broad safety standards for a range of clinical dermal applications using IPL and laser technologies. The unit also reflects the guidelines expressed in the Australian and New Zealand safety standard AS/NZS4173:2004, expanded to include the safe use of IPL.

Application of the Unit

This unit describes the application of IPL and laser safety in a beauty industry clinical treatment environment. Experienced beauty therapists may apply IPL or laser equipment for a range of dermal treatments.

IPL and laser hair reduction are performed by experienced beauty therapists with significant knowledge of skin and hair biology, light physics, and laser safety; and a broad experience in providing a range of skin therapies and hair reduction treatments. They exercise judgement in planning and implementing an appropriate treatment program to safely achieve desired hair reduction outcomes for each client.

Licensing/Regulatory Information

The use of non-ionising radiation for cosmetic treatments is currently subject to licensing under the Queensland Radiation Safety Act 1999, and accreditation of equipment, premises and operator 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.

With regard to other states and territories, no licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify operational characteristics of lasers and intense pulsed light equipment.	1.1 Describe basic biophysics of laser and IPL technologies. 1.2 Identify ***types of equipment*** used in hair reduction and their actions on pigmented hair and on skin. 1.3 Identify ***risks*** relevant to each modality. 1.4 Evaluate benefits of laser and IPL hair reduction. 1.5 Identify ***safety measures required to protect clients*** undergoing IPL and laser hair reduction. 1.6 Identify ***safety measures required to protect operators*** and other salon staff during treatments.
2 Set up equipment to ensure client safety.	2.1 Review and follow relevant federal, state or territory, and local legislation, regulations or standards and workplace procedures for use of laser equipment. 2.2 Set up and take down equipment as per manufacturer instructions, safety data sheets and ***workplace laser safety procedures.*** 2.3 Check for biomedical engineering seal of safety. 2.4 Organise regular ***preventive maintenance*** and record outcomes according to workplace procedures. 2.5 Operate ***control panel*** on equipment according to manufacturer instructions. 2.6 Clean and store laser equipment according to manufacturer

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		instructions and workplace procedures.
3	Provide and document safe client preparation and care procedures.	3.1 Complete clinical ***procedures checklists and records*** according to federal, state or territory, and local legislation and regulations and workplace policies and procedures.
		3.2 Provide and document pre-treatment instructions to clients and review client understanding.
		3.3 Document types and details of treatments performed.
		3.4 Document types of equipment used and procedure performed.
4	Provide safe care to clients and staff during treatments.	4.1 Identify ***potential hazards*** with every laser procedure.
		4.2 Ensure equipment is operating effectively according to manufacturer instructions.
		4.3 Monitor window coverings and post warning signs according to federal and local legislation and workplace IPL and laser safety procedures.
		4.4 Remove potentially flammable, combustible items.
		4.5 Check fire extinguisher to ensure it functions.
		4.6 Prepare treatment area considering reflective equipment and risk of fire.
		4.7 Provide protective eyewear for client, self and other persons in treatment area.
		4.8 Comply with environmental safety measures for laser plume, laser masks, and smoke evacuation according to current standards, guidelines and workplace procedures.
		4.9 Ensure ***safe ventilation*** for client, self or other persons in treatment area.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
  - convey pre-treatment advice to clients
  - use language and concepts appropriate to cultural differences
  - introduce clients to light therapy hair reduction treatments
  - liaise and negotiate with colleagues
- literacy skills to:

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    - read relevant standards, regulations, guidelines, workplace safety documents and manufacturer instructions on equipment use and maintenance
    - ensure work practices comply with required standards
- numeracy skills to comprehend the units of measurement related to laser and IPL apparatus
- initiative and enterprise skills to implement safety procedures in treatment areas.

Required knowledge

The following knowledge must be assessed as part of this unit:

- physics of light, including:
    - energy forms
    - electromagnetic spectrum
    - optical region of the electromagnetic spectrum
    - wavelengths
    - characteristics of a wave
- operational characteristics of lasers, including:
    - generation of laser beam and propagation of light
    - characteristics of laser beams
    - properties of different types of lasers
    - optical pathways
    - delivery systems and applicators used for hair reduction
- how light energy interacts with skin and hair
- laser controls, such as:
    - power settings
    - pulse settings
    - time settings
    - emergency control
    - delivery systems
    - ionising and non-ionising radiation
- operational characteristics of IPL apparatus, including:
    - programmable systems
    - basic set up (manual choice)
    - powerful systems
    - significantly lower power systems
    - common differences in systems imported from China, Europe, US and Israel
    - chilled sapphire or similar optical substance head
    - non-chilled sapphire head
    - non-laser light source
    - characteristics of flashlamp
    - capacitors - free discharge or partial discharge

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    - different filters
    - properties of IPL equipment
- parameters that effect the delivery of light, including:
    - spectrum of delivered wavelengths as determined by cut-off filters
    - number of delivered pulses, including single and multiple pulsed shots
    - pulse duration in milliseconds
    - delay between pulses in milliseconds
    - delivered fluence
    - laser hazards
    - particular hazards of delivery systems, including:
        - ocular and skin hazards
        - client-specific hazards
        - reflected beam hazards
        - fire, explosion, electrical and environmental hazards
- current standards, regulations and guidelines relating to:
    - laser classification and hazard analysis
    - audit of laser facilities
    - examples of safe practice and programs
    - equipment inspection (quality assurance) protocols
    - investigation and management of laser accidents or incidents
    - eye protection and protective eyewear
    - potential for fire and explosion and protection against flammability hazards
    - management of airborne contaminants (laser plume)
    - electrical safety laser controlled treatment areas, including designation, warning signs, entry controls, and control of access to the laser
    - general rules in a laser treatment area
    - safety of laser products
    - equipment classification
    - safe use of laser equipment
    - laser hazards, including beam hazards and non-beam hazards
    - risk and hazard management
    - risk assessment
    - hierarchy of hazard control:
        - engineering controls
        - administration controls
        - personal protective equipment
        - quality assurance testing and preventive maintenance
        - safe work practices.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifying hazards, analysing the clinical environment and participating in the development, implementation and maintenance of safe practices and risk control for selected hazard types in a laser or IPL clinical treatment area
- applying knowledge of relevant standards, guidelines, workplace policies and procedures relating to safe use of IPL and laser apparatus for hair reduction
- implementing safe practice protocols in relation to:
  - setting up equipment
  - maintaining equipment
  - client preparation and care
- completing and storing required documentation relating to clinical procedures checklists and records.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or a technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a fully equipped simulated laser or IPL hair reduction clinical workplace in a range of real work situations which may include interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a laser clinical treatment area, which includes as a minimum:
  - radiation warning signs stating 'warning laser in operation do not enter when light above door is illuminated'
  - non-flammable screens fitted inside any windows to protect a person outside window from non-ionising radiation levels greater than maximum permissible exposure from radiation

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    - ventilation designed to ensure that infective agents are not passed downstream in air handling or exhaust system
    - fire extinguishing equipment, such as fire extinguishers, fire blankets and wet cloth drapes
- IPL and laser equipment which, when energised, is capable of emitting an amount of non-ionising radiation higher than accessible limit for a Class 3B laser for relevant period stated in, and measured in accordance with, laser standards AS2211 (i.e. a Class 4 laser or equivalent in the case of IPL)
- cosmetic laser equipment that may include one or more of the following:
    - normal mode alexandrite
    - ruby
    - diode
    - Nd:Yag
- 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
- a treatment area, which includes:
    - a magnifying lamp
    - eye protection equipment for clients and operators
    - disposable operator masks
    - cooling after-treatment products
    - manufacturer instructions and safety data sheets
    - laser safety protection plan
- a range of clients with different Fitzpatrick skin types seeking hair reduction on a variety of areas on the face and body
- current safety and environmental standards, guidelines workplace policies, procedures documentation regarding IPL and laser safety.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment

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Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks over sufficient time to demonstrate handling of a range of contingencies, including:
  - setting up and taking down equipment
  - organising preventive maintenance
  - completing clinical procedures checklists
  - providing and documenting safe client care procedures
  - identifying potential hazards
  - complying with treatment environment safety procedures
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS707A Provide intense pulsed light and laser hair reduction treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Types of equipment may include:

- laser systems, such as:
  - normal mode alexandrite
  - ruby
  - diode
  - Nd:Yag
- IPL systems with some of the following characteristics:

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- programmable
- manual
- multiple pulsed shots
- single pulsed shots
- chilled sapphire head
- one or minimal choice of filters
- multiple filters.

Risks may include:

- incomplete hair removal or regrowth
- darkening of the skin (hyperpigmentation)
- lightening of the skin (hypopigmentation)
- blistering and scarring
- changes in the skin texture
- crusting or scabbing
- hair changes.

Safety measures required to protect clients may include:

- pre-treatment patch testing
- adequate eye protection
- filtering and exhausting airborne contaminants
- adequate ventilation.

Safety measures required to protect operators may include:

- adequate eye protection
- wearing masks
- adequate ventilation
- appropriate draping of areas surrounding treatment site.

Workplace laser safety procedures may include:

- laser safety protection plan addressing:
  - access to laser treatment areas
  - flammability hazard and fire safety
  - handling of fibre optic delivery systems
  - laser-generated airborne contaminants
  - ocular safety.

Preventive maintenance must include:

- documentation, including:
  - relevant equipment safety standards
  - equipment service history
  - schedule for recommended testing and maintenance
- regular testing.

Control panel may include:

- power settings
- pulse settings
- time settings
- emergency control
- delivery systems.

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Procedures checklists and records may include:	• pre-treatment • intra-treatment • post-treatment • monthly • six-monthly.
Potential hazards may include:	• particular hazards of delivery systems • ocular and skin hazards • client-specific hazards • reflected beam hazards • fire, explosion, electrical and environmental hazards.
Safe ventilation may include:	• exhaust systems • filters • masks.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBHRS706A Design intense pulsed light and laser hair reduction treatment programs

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to consult with and assess client suitability in order to design intense pulsed light (IPL) or laser treatment programs to reduce unwanted hair on areas of the face or body.

This unit describes the process of applying complex understanding of skin and hair biology and wound healing to evaluate client suitability for the application of light technologies for hair reduction performed in a beauty industry treatment environment.

The therapist designs a staged program of multiple treatments that will safely achieve optimum outcomes for the client.

Application of the Unit

IPL and laser hair reduction treatments are designed by experienced beauty therapists with significant knowledge of skin and hair biology, light physics, laser safety and a broad experience in providing a range of skin therapies and hair reduction treatments.

They exercise judgement in planning and implementing an appropriate treatment program. The use of either IPL or laser apparatus, may be governed by client analysis or the availability of specific equipment in a particular workplace.

Licensing/Regulatory Information

IPL and laser hair reduction treatments are offered within a laser safety framework that is currently designed to reflect the guidelines expressed in Australian and New Zealand Safety Standard AS/NZS4173:2004.

The use of non-ionising radiation for cosmetic treatments is currently subject to licensing under the Queensland Radiation Safety Act 1999, accreditation of equipment, premises and operator 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.

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With regard to other states and territories, no licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIBBHRS705A Apply intense pulsed light and laser safety protocols

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult with client.	1.1 Obtain ***relevant information*** to determine ***client's*** requirements.
	1.2 Actively encourage and respond to client ***feedback***.
	1.3 Identify ***client characteristics*** relevant to planning IPL or laser hair reduction treatments using observation and ***relevant diagnostic equipment***.
	1.4 Identify ***client's relevant medical history***.
	1.5 Advise client of possible ***physical effects*** of IPL or laser treatments and ***home care*** required.
	1.6 Identify ***contraindications*** and special precautions relevant to proposed treatments, discuss with client and refer to an ***appropriate professional*** where required.
	1.7 Assess and discuss ***options or limitations*** for future treatments according to client characteristics and contraindications.
	1.8 Ensure that where ***medically-related contraindications*** and special precautions are established, documented medical approval is obtained by the client prior to treatment.
2 Perform patch testing.	2.1 Set client at ease by explaining the sensation of the test before commencing.

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		2.2 Select small area with similar hair and skin to proposed treatment area.
		2.3 Select energy settings (fluence) based on client consultation and analysis and apply a small number of pulses to nominated test area.
		2.4 Record settings and observe ***immediate reactions*** looking for an end point to assist in designing safe and effective treatment.
		2.5 Select ***post-treatment skin cooling products*** and apply according to treatment plan and client reaction to patch test.
		2.6 Wait three to seven days and observe and record skin response.
3	Design a treatment program and discuss with client.	3.1 Determine appropriate ***treatment program*** according to ***client assessment*** and within ***safe practice protocols***.
		3.2 Discuss proposed treatment program according to client's needs.
		3.3 Explain any perceived treatment risks that may be encountered.
		3.4 Discuss ***special precautions*** that client must observe prior to treatment.
		3.5 Discuss ***responsibilities of the practitioner and the client*** within treatment plan and negotiate ***client compliance.***
		3.6 Take pre-treatment photographs of ***agreed hair reduction treatment area***.
		3.7 Negotiate management of selected treatment in relation to other treatments or lifestyle factors.
		3.8 Discuss ***treatment evaluation strategies***.
		3.9 Document ***treatment program plan*** according to ***workplace procedures***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills:
  - use IPL or laser equipment safely to conduct patch tests
  - evaluate patch tests
  - respond to contraindications and adverse effects
  - identify treatment options and develop treatment programs
- interpersonal skills to consult with, inform and reassure clients regarding proposed

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IPL or laser treatments
- communication skills to respond to questions and provide information to client throughout the consultation
- literacy skills to:
  - read and interpret documents, such as safety standards for use of IPL and laser equipment, health regulations, manufacturer instructions, product safety data sheets, and records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to calculate desired treatment parameters for each treatment session.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant federal, state or territory, and local Acts and regulations relating to safe use of IPL and laser for hair reduction, including:
  - non-ionising radiation protection
  - skin penetration
  - health regulations
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to IPL and laser hair reduction treatments
- appearance of contraindications
- complications and adverse effects and their causes, including:
  - hypopigmentation
  - hyperpigmentation
  - blistering
  - scarring and textural changes
  - paradoxical increased hair growth
- principles of light energy and how it interacts with skin and hair
- differing types of IPL and laser equipment and their recommended use and application
- factors likely to affect suitability of IPL or laser treatments to client needs; and effects, risks and benefits of IPL and laser hair reduction treatments
- causes of skin reactions in regard to IPL and laser patch testing and appearance and management of specific treatment reactions or adverse effects, including:
  - perifollicular oedema
  - perifollicular erythema
  - infections of the hair follicle
  - burns to skin
- typical features and skin tanning response of each of six Fitzpatrick skin types
- skin hair structure and growth in regard to permanent hair reduction treatments, including:

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    - types of hair: lanugo, vellus, terminal
    - factors affecting hair growth, such as:
        - hormonal: topical and systemic
        - exposure to sunlight
        - heredity
        - drugs and chemicals
    - hair growth patterns
    - influence of IPL and laser hair reduction on hair growth
    - growth cycle of hair and its relationship to permanent hair reduction using IPL and laser
    - histology of hair
    - tissue interaction with IPL and laser hair reduction treatments
    - chromophores
    - melanin absorption
    - tanning issues
- anatomy and physiology of the skin and skin structures as they relate to IPL and laser hair reduction treatments, including:
    - normal process of skin ageing and structural change
    - normal skin response to irritation and trauma
    - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
    - effects of IPL and laser treatments on physical structure of the skin
    - wound healing in different skin types and locations
- factors affecting:
    - client pain tolerance
    - treatment parameters, including wavelengths to be used, duration of pulse and selecting the correct energy settings (fluence)
    - client safety and comfort
    - wound healing
    - hypertrophic and keloid scarring
    - causes of skin damage
- post-treatment care procedures, including low-frequency laser and healing products
- post-treatment advice for specific treatment areas, including underarm, chest, stomach, bikini line and face
- factors affecting treatment planning, including patch test results, skin healing, skin reaction, follicle distribution, areas treated, extent of area to be treated, client finances, and pain tolerance
- workplace product and equipment range and manufacturer instructions and safety data sheets
- operator's legal and insurance liabilities and responsibilities in regard to IPL and laser treatment services.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying detailed IPL and laser treatment knowledge to consult clients and provide accurate advice according to the needs of the client
- applying workplace policies and procedures in regard to the application and evaluation of IPL and laser patch tests
- applying relevant federal state or territory and local safety Acts, regulations and guidelines relating to safe use of IPL and laser for hair removal
- developing treatment programs and documenting treatment plans for IPL and laser hair reduction.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or a technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a fully equipped laser or IPL hair reduction clinical workplace or simulated workplace in a range of real work situations which may include interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a laser clinical treatment area, which includes as a minimum:
  - radiation warning signs stating 'warning laser in operation do not enter when light above door is illuminated'
  - non-flammable screens fitted inside windows to protect a person outside the window from non-ionising radiation levels greater than maximum permissible exposure from radiation
  - ventilation designed to ensure that infective agents are not passed downstream in air handling or exhaust system

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    - fire extinguishing equipment, such as fire extinguishers, fire blankets and wet cloth drapes
- IPL and laser equipment which, when energised, is capable of emitting an amount of non-ionising radiation higher than accessible limit for a Class 3B laser for the relevant period stated in, and measured in accordance with, the laser standard AS2211 (i.e. a Class 4 laser or equivalent in the case of IPL)
- cosmetic laser equipment, which may include one or more of the following:
    - normal mode alexandrite
    - ruby
    - diode
    - Nd:Yag
- IPL equipment, which may 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
- a treatment area which includes:
    - magnifying lamp
    - eye protection equipment for clients and operators
    - disposable operator masks
    - cooling post-treatment products
    - current safety and environmental standards, guidelines workplace policies, procedures documentation regarding IPL and laser safety
- a range of clients with different Fitzpatrick skin types seeking hair reduction on a variety of areas on face and body.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in a simulated work environment, over sufficient

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time to demonstrate handling of a range of contingencies, including:

- consulting with clients and assessing their characteristics, contraindications and hair reduction needs
- planning a treatment program that involves a series of IPL and laser treatments to achieve client's desired hair reduction outcome
- discussing treatment plan with client
- safe application of an IPL or laser patch test
- applying relevant guidelines, regulations and workplace procedures on safe use of IPL and laser equipment for hair reduction

- case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - actions of IPL and laser hair reduction on the hair follicle and the surrounding skin tissue
  - relevant safety procedures
- third-party reports from technical experts
- completion of clinical practice, including recording practice details, personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS707A Provide intense pulsed light and laser hair reduction treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant information may include:

- areas with unwanted hair
- previous hair reduction treatments
- outcomes of previous treatments
- required outcomes of future treatments.

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Clients may include:	• male or female clients • new or regular clients with routine or special needs • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Client feedback may include:	• enquiries • suggestions • comments • requests.

Client characteristics must include:	• Fitzpatrick skin type one to six
	• hair colour:
	  • dark
	  • medium
	  • pale
	• hair type:
	  • lanugo, vellus, terminal
	  • ingrown
	• skin condition:
	  • dry
	  • normal
	  • oily
	  • combination
	• specific hair reduction treatment area or areas
	• pain tolerance
	• heat tolerance.

Relevant diagnostic equipment may include:	• dermascope • dermalight • melanin diagnostic equipment.
Client's relevant medical history may include:	• existing medical conditions • previous medical conditions • medications.
Physical effects may include:	• temporary heat • temporary localised pain.
Home care may include:	• avoiding sun exposure • using sunscreen • avoiding topical tanning agents • not picking at abrasions • no other phototherapy concurrent with an IPL or laser hair reduction treatment program • avoiding chlorine environments, including pools and

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	spas • keeping body temperature down by avoiding saunas, exercise, and gym.
Contraindications may include:	• sun-tanned skin • artificially tanned skin • pregnancy • some herbal remedies • active herpes simplex • active impetigo • active eczema • active acne • photo-sensitive medication • hypertrophic and keloid scars • tattoos in the treatment area • psoriasis in the treatment area • certain circulatory conditions • inappropriate hair type and colour.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Options or limitations may include:	• alternative treatment recommendations • lifestyle recommendations • contraindications • medical conditions.
Medically-related contraindications may include:	• any condition already being treated by a general practitioner, dermatologist or another skin therapist • medical oedema • recent surgery • diabetes • asthma • epilepsy.
Immediate reactions may include:	• perifollicular oedema (slight oedema around follicles) • perifollicular erythema (slight redness around follicles) • pain tolerance • patch test skin area change from bristly to smooth • erythema.
Post-treatment skin cooling products may include:	• cold compress • cryogen sprays • cold gels.
Treatment program may include:	• energy settings (fluence) • planning frequency of treatments.

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Client assessment must include:	• client requirements
	• client characteristics:
	  • Fitzpatrick skin types one to six
	  • skin condition
	  • specific hair reduction treatment area or areas
	  • pain tolerance
	  • heat tolerance
	• client relevant medical history
	• contraindications
	• patch test outcomes.

Safe practice protocols must include:	• compliance with relevant federal, AUS/NZ, state or local standards for safe use of Class 4 IPL or laser equipment in clinical environments • workplace safety procedures for clients, operators and IPL or laser treatment areas.

Special precautions may include:	• none of the following treatments:
	  • 30 days prior to IPL or laser treatment:
	  • tweezing
	  • waxing
	  • bleaching
	  • sunbathing
	  • solarium treatments
	  • use of depilatory creams
	  • electrolysis
	  • two weeks prior to treatment:
	  • use of self-tanning products.

Responsibilities of the practitioner and the client may include:	• practitioner:
	  • referring to appropriate professionals where indicated
	  • commitment to treatment plan
	  • discussing relevant contraindications or potential complications to treatment
	  • following workplace safety procedures
	• client:
	  • following instructions or advice before, during and after treatment
	  • advising practitioner of any relevant contraindications or potential complications to treatment
	  • advising practitioner of any changes to medical history or any change in medications

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- advising practitioner of compliance issues
- committing to treatment program.

Client compliance must include:

- providing medical clearance for treatment where required prior to treatment
- agreeing to treatment plan and signing a consent form.

Agreed hair reduction treatment area may include:

- legs
- arms
- under arms
- chin
- lip
- bikini line
- abdomen
- back
- chest.

Treatment evaluation strategies may include:

- discussing and reviewing response to treatment
- taking photographs of treatment area before and after each session
- reviewing achievement of treatment goals
- monitoring time frame for achievement of treatment goals.

Treatment program plan may include:

- treatment area
- follicle type and distribution
- hair type:
  - single, compound
  - straight, curved
  - fine, coarse
  - lanugo, vellus, terminal
- equipment selected
- planned treatment parameters based on patch test results, including:
  - wavelengths to be used
  - pulse duration
  - energy settings (fluence)
  - treatment duration
- products
- equipment
- follow-up procedures
- observed contraindications
- relevant medical history and medications
- outcomes of previous temporary and permanent hair reduction treatments.

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Workplace procedures relating to developing treatment plans may include:	• treatment plan pro-forma
	• treatment plan attachments, such as:
	  • signed client informed consent
	  • signed medical release
	  • pre-treatment photographs
	  • providing a workplace pre-treatment handout to the client.

Unit Sector(s)

Beauty

Competency field

Hair Reduction Services

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SIBBHRS707A Provide intense pulsed light and laser hair reduction treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely apply intense pulsed light (IPL) or laser apparatus as part of a staged program to reduce unwanted hair on areas of the face or body.

The skills and knowledge required to assess for and design and plan hair reduction programs are described separately in:

- SIBBHRS706A Design intense pulsed light and laser hair reduction treatment programs.

Application of the Unit

This unit describes the function of performing hair reduction treatments offered in response to a treatment plan and within a stringent safety framework that relates to the safe use of IPL and laser equipment in a beauty industry treatment environment.

IPL and laser hair reduction treatments are performed by experienced beauty therapists with significant knowledge of skin and hair biology, light physics, and laser safety; and broad experience in providing a range of skin therapies and hair reduction treatments. They exercise judgement in planning and implementing an appropriate treatment program.

Optimum outcomes are usually achieved across a treatment program that involves multiple treatments. The practitioner must monitor and modify the treatments throughout the program in response the client's skin and hair reactions.

Licensing/Regulatory Information

The use of non-ionising radiation for cosmetic treatments is currently subject to licensing under the Queensland Radiation Safety Act 1999 and accreditation of equipment, premises and operator 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.

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With regard to other states and territories, no licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIBBHRS705A Apply intense pulsed light and laser safety protocols

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare treatment area.	1.1 Follow ***safe practice protocols*** for use of IPL and laser equipment.
	1.2 Set up and take down ***appropriate equipment*** as per manufacturer instructions and safety data sheets, and safe practice protocols.
	1.3 Operate ***control panel*** on equipment according to manufacturer instructions.
	1.4 Ensure equipment is operating according to manufacturer instructions and workplace safety checklists.
	1.5 Prepare treatment area considering reflective equipment and risk of fire.
	1.6 Check window coverings and post warning signs according to workplace laser safety procedures.
	1.7 Ensure all attachments are sanitised before and after use on the client.
	1.8 Fill in pre-laser or IPL procedure checklist.
2 Apply safe preparation and	2.1 Consult with ***client*** and review existing ***treatment program plan*** to reflect contraindications arising since the last treatment.

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	care procedures.	2.2 Discuss planned ***treatment area*** and review client understanding of treatment program. 2.3 Confirm agreed treatment with client and complete a signed client consent form. 2.4 Check that all jewellery has been removed by client and practitioner or taped where not removable. 2.5 Cleanse and prepare treatment area as required. 2.6 Photograph the treatment area prior to the treatment session. 2.7 Shave treatment area if required and ensure all shaved hair is thoroughly removed. 2.8 Issue protective eyewear for client, practitioner and any other person present in treatment area. 2.9 Identify ***potential hazards*** throughout treatment procedure.
3	Apply IPL or laser treatment.	3.1 Follow all workplace IPL and laser safety precautions according to laser safety plan and apply equipment to treatment areas for required amount of time. 3.2 Adjust equipment ***treatment settings*** according to treatment plan. 3.3 Explain treatment and sensation, and reassure client throughout each stage of treatment process. 3.4 Apply coupling gel where required, ensuring minimum wastage. 3.5 Perform a test shot according to treatment settings and in an area relevant to treatment site. 3.6 Observe ***immediate skin reaction*** and level of client discomfort. 3.7 Modify treatment program plan and re-adjust and record treatment settings where indicated by an ***immediate adverse skin reaction*** or poor client pain tolerance. 3.8 Start treatment on least pain sensitive areas. 3.9 Work sequentially on target area, avoiding repeat treating any area immediately after first shot. 3.10 Turn off equipment and photograph treated skin areas at completion of treatment service.
4	Provide post-treatment care and advice.	4.1 Wipe treatment skin area with damp cotton wool or sponges to remove gel where required. 4.2 Select ***immediate post-treatment skin cooling products*** and apply according to treatment plan and client reaction to treatment. 4.3 Advise client regarding ***post-treatment home care***. 4.4 Review and adjust treatment program plan to reflect treatment and outcomes.

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4.5 Re-affirm any ***special precautions*** to be followed by client in period leading up to next treatment.

4.6 Fill in post-laser or IPL procedure checklist.

4.7 Confirm and book next appointment in treatment sequence.

4.8 Initiate follow-up to check for post-treatment ***complications or adverse effects*** according to workplace procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal skills to consult with, inform and reassure clients during IPL and laser treatments and provide pre- and post-treatment advice
- communication skills to respond to questions and provide information to client throughout the consultation
- technical skills to:
  - follow safe practice protocols and use IPL or laser equipment safely to perform hair reduction treatments
  - evaluate test shots
  - respond to contraindications and adverse effects
  - identify treatment options and develop treatment programs
- literacy skills to:
  - read and interpret documents, such as:
    - existing treatment plans
    - safety standards for use of IPL and laser equipment
    - health regulations
    - manufacturer instructions and product safety data sheets
    - records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to calculate and modify the desired treatment settings for each treatment session.

Required knowledge

The following knowledge must be assessed as part of this unit:

- federal, state or territory, and local Acts and regulations relating to the safe use of IPL or laser for hair reduction, including:
  - non-ionising radiation protection

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    - skin penetration
    - health regulations
- workplace policies and procedures in regard to IPL and laser hair reduction treatments
- contraindications to treatments
- complications and adverse effects and their causes, including:
    - hypopigmentation
    - hyperpigmentation
    - blistering
    - scarring and textural changes
    - paradoxical increased hair growth
- factors likely to affect suitability of IPL or laser treatments to client needs; and effects, risks and benefits of IPL and laser hair reduction treatments
- causes of skin reactions in regard to IPL and laser patch testing, and appearance and management of specific treatment reactions or adverse effects, including:
    - perifollicular oedema
    - perifollicular erythema
    - infections of the hair follicle
    - burns to skin
- typical features and skin tanning response of each of the six Fitzpatrick skin types and their relationship to IPL or laser applications for hair reduction
- hair growth patterns
- influence of IPL and laser hair reduction on hair growth
- tissue interaction with IPL and laser hair reduction treatments
- chromophores
- melanin absorption
- tanning issues
- anatomy and physiology of the skin and skin structures as they relate to IPL and laser hair reduction treatments, including:
    - normal process of skin ageing and structural change
    - normal skin response to irritation and trauma
    - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
    - effects of IPL and laser treatments on physical structure of skin
- wound healing in different skin types and locations
- factors affecting:
    - client pain tolerance
    - treatment settings, including the wavelengths to be used, duration of the pulse and selecting correct energy settings (fluence)
    - client safety and comfort
    - wound healing

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- causes of skin damage
- post-treatment care procedures, including low-frequency laser and healing products
- post-treatment advice for specific treatment areas, including underarm, chest, stomach, bikini line and face
- factors affecting treatments, including test shot skin reaction, follicle distribution, areas treated, extent of area to be treated, and pain tolerance
- operator's legal and insurance liabilities and responsibilities in regard to IPL and laser treatment services.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying detailed IPL and laser specialised knowledge to consult, advise and reassure clients at all stages in treatment, and to provide pre- and post-treatment guidance
- correctly using required equipment along with implementation of safe practice protocols in relation to treatment plan
- adjusting treatment programs and modifying treatment plans for IPL and laser hair reduction where required
- completing and storing treatment documentation.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or a technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a fully equipped simulated laser or IPL hair reduction clinical workplace in a range of real work situations which may include interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a laser clinical treatment area, which includes as a minimum:
  - radiation warning signs stating 'warning laser in

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operation do not enter when light above door is illuminated'
    - non-flammable screens fitted inside windows to protect a person outside the window from non-ionising radiation levels greater than maximum permissible exposure from radiation
    - ventilation designed to ensure that infective agents are not passed downstream in air handling or exhaust system
    - fire extinguishing equipment, such as fire extinguishers, fire blankets and wet cloth drapes
- IPL and laser equipment which, when energised, is capable of emitting an amount of non-ionising radiation higher than accessible limit for a Class 3B laser for relevant period stated in, and measured in accordance with, laser standards AS2211 (i.e. a Class 4 laser or equivalent in the case of IPL)
- cosmetic laser equipment that may include one or more of the following:
    - normal mode alexandrite
    - ruby
    - diode
    - Nd:Yag
- IPL equipment that may 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
- a treatment area, which includes:
    - a magnifying lamp
    - eye protection equipment for clients and operators
    - disposable operator masks
    - cooling after-treatment products
    - manufacturer instructions and safety data sheets
    - laser safety protection plan
- range of clients with different Fitzpatrick skin types seeking hair reduction on a variety of areas on the face and body

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- current safety and environmental standards, guidelines workplace policies, procedures documentation regarding IPL and laser safety.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - setting up laser and IPL equipment to ensure client safety
  - applying IPL and laser hair reduction treatments
  - applying cooling after care treatments
  - providing after-treatment care advice
- third-party reports from experienced IPL and laser hair reduction professionals in the workplace
- case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - actions of IPL and laser technologies on hair follicle and surrounding skin tissue
  - factors affecting client pain tolerance and treatment settings, including wavelengths to be used, duration of pulse and selecting correct energy settings (fluence)
  - wound healing
- completion of clinical practice, including recording practice details, personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS706A Design intense pulsed light and laser hair reduction programs.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Safe practice protocols must include:	• control panel treatment settings • treatment after care (cold compress).
Safe practice protocols may include:	• compliance with relevant federal, AUS/NZS, federal state, territory or local Acts and regulations regarding safe use of Class 4 equivalent IPL or Class 4 laser equipment for cosmetic treatments • workplace safety procedures for clients, operators and IPL or laser treatment areas.
Appropriate equipment may include:	• intense pulsed light • normal mode alexandrite laser • ruby laser • diode laser • Nd:Yag laser.
Control panel may include:	• power settings • pulse settings • time settings • emergency control • delivery systems.
Client may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Treatment program plan may include:	• treatment area
	• follicle type and distribution
	• hair type:
	  • single, compound
	  • straight, curved
	  • fine, coarse
	  • lanugo, vellus, terminal
	• equipment selected
	• planned treatment parameters based on patch test results, including:
	  • wavelengths to be used

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	• pulse duration • energy settings (fluence) • treatment duration • products • equipment • follow-up procedures • contraindications • relevant medical history and medications • outcomes of previous temporary and permanent hair reduction treatments.
Treatment area may include:	• legs • arms • under arms • chin • lip • bikini line • buttocks • abdomen • back • chest.
Potential hazards may include:	• particular hazards of delivery systems • ocular and skin hazards • client-specific hazards • reflected beam hazards • fire, explosion, electrical and environmental hazards.
Treatment settings may include:	• wavelengths to be used • pulse duration • energy settings (fluence) • treatment duration.
Immediate skin reaction may include:	• perifollicular oedema (slight oedema around follicles) • perifollicular erythema (slight redness around follicles) • skin treatment area change from bristly to smooth.
Immediate adverse skin reaction may include:	• excessive perifollicular oedema • excessive perifollicular erythema.
Immediate post-treatment skin cooling products may include:	• cold compress • cryogen sprays • cold gels.
Post-treatment home care	• providing cooling gel for client to apply as needed

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may include:	in 24 hours immediately following treatment • not exposing treatment area to sunlight for a specified time • advising client regarding the appropriate interval between treatments • re-affirming special precautions to be observed prior to the next treatment.

Special precautions may include:	• none of the following treatments:
	  • 30 days prior to treatment:
	  • tweezing
	  • waxing
	  • bleaching
	  • sunbathing
	  • solarium treatments
	  • use of depilatory creams
	  • electrolysis
	  • two weeks prior to treatment:
	  • use of self-tanning products.

Complications or adverse effects may include:	• hypopigmentation • hyperpigmentation • blistering • scarring and textural changes • paradoxical increased hair growth.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBNLS201A Work in a nail services framework

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the principles of nail science and recognise skin disorders as they apply to nail treatments on hands and feet.

Application of the Unit

This unit applies to beauty workers, beauty therapists and nail technicians who apply an understanding of the main functions and role of the skin on the hands and feet, the structure of the nails, and the recognition of skin disorders as they relate to contraindications to the provision of a range of nail services in nail salons and beauty salons.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text

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unit of competency.		is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1	Apply knowledge of nail science to beauty treatments.	1.1 Identify and apply relevant principles of nail science to nail and beauty treatments according to ***relevant legislation*** and ***workplace policies and procedures***.
		1.2 Identify ***main functions and role of the skin on the hands and feet.***
		1.3 Identify and describe ***structure and function of the lower arms and legs*** as they relate to manicure and pedicare services.
2	Apply knowledge of the structure and function of nails to nail treatments.	2.1 Identify ***appearance and gross anatomy of normal human skin and nails.***
		2.2 Identify ***common contraindications to health and outcomes*** and provide advice or referral to ***appropriate professionals*** as required.
		2.3 Identify ***common problems of the skin and nails*** on hands and feet as they relate to natural nail treatments.
		2.4 Identify common problems of the skin and nails on the hands and feet as they relate to application of artificial nail treatments.
3	Promote skin health and care.	3.1 Apply knowledge of nail science to nail and beauty treatments to maximise the promotion of the health and care of skin and nails.
		3.2 Minimise damage to skin and nails when performing artificial or natural nail treatments.
		3.3 Source information on ***effects of ingredients in a range of natural and artificial nail treatment products*** and take care to minimise their damage to skin and nails.
		3.4 Apply relevant principles of nail science in ***provision of post-treatment advice***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to possible skin or nail damage situations
  - identify client characteristics, and recommend and perform a service, including:
    - preparation of service area

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    - preparation of products and equipment
    - preparation of client
- literacy skills to source, read and apply relevant information on skin science and skin disorders to the design and performance of nail services
- communication skills to translate information on skin science and skin disorders when providing advice, responding to questions, and providing information and reassurance to clients on nail services.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements
- principles of nail science as they relate to nail treatments
- nail science in relation to nail treatments and procedures, including:
    - anatomy of skin and nails
    - skin and nail disorders
    - contraindications to both natural and artificial nail treatments
    - effects on nail of ingredients and equipment in a range of treatment products
    - provision of post-treatment advice
- workplace product, treatment and equipment range and manufacturer instructions and safety data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant workplace policies and procedures
- applying federal, state or territory, and local health and hygiene requirements and regulations and skin penetration legislation
- applying principles of nail science as they apply to nail or beauty treatments, including:
    - structure and function of lower arms and legs as they relate to manicure and pedicare services
    - appearance and gross anatomy of normal human skin
    - appearance and gross anatomy of normal human

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nails
    - skin and nail disorders
    - contraindications to natural nail or artificial nail treatments
    - effects of ingredients in a range of treatment products for both natural and artificial nails on natural nails
- applying a range of natural and artificial nail treatments
- providing home-care advice for artificial nail services.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
    - text and online resources
    - natural and artificial products from a comprehensive professional nail services range
- relevant workplace documentation including:
    - manufacturer's equipment instructions
    - product instructions
    - manufacturer safety data sheets
    - workplace policies and manuals
- a range clients with common nail disorders who are seeking nail treatments.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range

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of contingencies, including:

- applying knowledge of structure of the skin and nails during natural and artificial nail services
- promoting skin and health care

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of principles of nail science as they apply to nail or beauty treatments
- completion of workplace documentation relevant to nail treatments
- third-party reports from experienced beauty professionals in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS202A Provide manicure and pedicare services
- SIBBNLS203A Apply ultraviolet gel nail enhancement
- SIBBNLS204A Apply acrylic nail enhancement.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

- federal, state or territory, and local health and hygiene legislation and regulations
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- comfort and privacy
- designated time frames for the completion of service
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices

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	and practices • waste disposal • resource management • water efficiency.
Main functions and role of the skin on the hands and feet may include:	• gross anatomy of skin • major features of skin of hands and feet.
Structure and function of the lower arms and legs may include:	• bones of arm, forearm and hand • bones of lower leg and foot • functions of bones • muscles of forearm and hand • muscles of lower leg and foot • functions of skeletal muscle • blood supply for forearm and hand • blood supply for lower leg and foot.
Appearance and gross anatomy of normal human skin and nails may include:	• structural features of natural nail • skin surrounding natural nail • growth and development of natural nail • factors that effect natural nail growth • normal appearance of natural nails • effects of health and disease on nails.

Common contraindications to health and outcomes must include:	• skin or nail disorders or diseases
	• allergic reactions
	• bruising or swelling
	• areas exhibiting loss of tactile sensation
	• cuts or abrasions
	• recent operations
	• areas of recent fractures or sprains
	• health and the nail:
	  • diabetes
	  • blood disorders and diseases
	• contraindications of products used in combination or with other services.

Appropriate professionals may include:	• medical practitioner • podiatrist • complementary therapist.

Common problems of the skin and nails may include:	• contagious disorders:
	  • bacterial, viral or fungal infections
	  • warts
	  • Tinea Pedis

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- Tinea Unguium
- papalomas
- paronychia

- non-contagious hand, foot or nail disorders:
  - natural nail separation (onycholysis)
  - splinter haemorrhage
  - white spots (leuconychia)
  - corrugated furrows
  - split or brittle nails
  - hang nails
  - bruised nails
  - onychophagy (bitten nails)
  - blisters
  - calluses
  - heel fissures
  - bunions
  - hammer toes
  - corns
  - dermatitis
  - circulatory problems
  - eggshell nails
- congenital or trauma-induced nail malformations.

Effects of ingredients in a range of natural and artificial nail treatment products may include:

- effects on nails of a range of nail products
- main ingredients in a range of nail products
- pH range of human skin, nails and manicure and pedicare products.

Provision of post-treatment advice may include:

- lifestyle changes:
  - sun protection
  - skin care
  - effects of nutrition on skin and nails
- retail product advice
- home-care advice for artificial nail treatments
- advice on further services.

Unit Sector(s)

Beauty

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Competency Field

Nail Services

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SIBBNLS202A Provide manicure and pedicare services

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a range of manicure and pedicare services.

The manicure or pedicare service is performed in response to client consultation and assessment, conducted and recorded on a treatment plan.

Application of the Unit

This unit applies to services offered in nail salons and beauty salons in the beauty industry.

The manicure or pedicare service could be an individual treatment or form part of a series of manicure or pedicare treatments that have been designed to meet client requirements.

The unit applies to nail technicians and other beauty workers who interpret observations and information, and follow known routines in order to plan and perform manicure and pedicare services that meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client for manicure or pedicare service.	1.1 Prepare service area, ***client*** and self for ***manicure or pedicare service*** according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Identify and evaluate client hand or foot characteristics and service requirements, provide advice and recommend a ***treatment plan.***
	1.3 Identify existing nail or skin conditions on client's hands or feet and note areas requiring special treatment.
	1.4 Identify and explain ***contraindications***, and refer client to an ***appropriate professional*** where required.
	1.5 Select hand and skin care products according to treatment plan and confirm with client.
2 Perform a basic manicure or pedicare service.	2.1 Select ***manicure or pedicare products*** and ***equipment*** and apply sequentially according to relevant legislation, manufacturer instructions, client requirements and workplace policies and procedures.
	2.2 Cleanse client's hands or feet and nails according to agreed treatment plan.
	2.3 Shape and file nails according to client requirements and treatment plan.
	2.4 Apply exfoliation treatments according to treatment plan and manufacturer instructions.
	2.5 Apply ***massage movements*** to hand and lower arm, or foot and leg, according to client requirements and treatment plan.
	2.6 Apply polish or varnish according to manufacturer instructions and client requirements.
	2.7 Use energy, water and other resources efficiently during treatment process to reduce negative environmental impacts.
	2.8 Safely dispose of ***treatment waste*** to minimise negative environmental impacts.

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		2.9 Clean and disinfect or dispose of equipment according to relevant legislation and workplace policies and procedures.
3	Review treatment and provide post-treatment advice.	3.1 Seek client feedback and record relevant outcomes of treatment on treatment plan.
		3.2 Provide ***home-care advice*** to maintain skin and nails according to client needs.
		3.3 Suggest future treatment program and make ***product recommendations*** according to client requirements.
		3.4 Revise and confirm future treatment plan as required with the client.
		3.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - analyse client's nails and skin and design a treatment plan
  - respond to contraindications and adverse effects
  - apply a range of manicure and pedicare products
  - apply massage movements, including effleurage, petrissage and tapotement
  - apply infection control procedures
- communication skills to discuss nail and skin analysis and the desired service outcome with the client
- self-management skills to:
  - clean and maintain service area according to workplace policies and procedures designed to minimise negative environmental impact
  - dispose of waste materials in a manner that minimises negative environmental impact
- literacy skills to read and apply product information and safety data sheets, and complete a treatment plan
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- infection control procedures and universal precautions
- workplace policies and procedures in regard to manicure and pedicare services

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- appearance of contraindications and adverse effects
- effects of changes created by complementary nail shapes and colour polish or varnish application
- workplace product range
- effects and benefits of a defined range of workplace manicure and pedicare products
- care and cleaning requirements for manicure and pedicare implements
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant health and hygiene regulations
- applying knowledge of the transmission routes of infectious hand and foot conditions and skills in the application of standard infection control precautions
- analysing client's nails and skin and designing and updating initial and ongoing treatment plans to meet client needs, including:
  - contraindications
  - areas requiring special treatment
  - product application techniques
  - after-care product advice
- interpreting and applying manufacturer instructions and safety data sheets for use of products, tools and equipment
- applying range of massage movements, including effleurage, petrissage and tapotement
- safely disposing of treatment waste according to workplace environmental control procedures
- evaluating manicure and pedicare services and advising the client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or

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the technical expert working in partnership with the assessor as described in the Assessment Guidelines

- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped nail services area, which includes as a minimum:
  - manicure table
  - operator chair
  - client chair
  - nail table lamp
  - electrical supply to each workstation
- natural and artificial products from comprehensive professional nail services range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with difference manicure or pedicare requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing clients for manicure and pedicare services
  - selecting manicure and pedicare products and applying nail care techniques and products according to manufacturer instructions

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- providing home-care advice according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the provision of manicure and pedicare services, including the safe use of products and equipment and relevant health regulations
- completion of workplace documentation, including treatment plans relevant to the provision of manicure and pedicare services
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS201A Work in a nail services framework
- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- male or female clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Manicure or pedicare services must include:

- shaping
- cuticle care
- nail varnish/polish (single or multi layer) application of varying colours
- French manicure
- buffing

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- callous rasping
- exfoliation.

Manicure or pedicare services may include:

- paraffin wax treatments
- hot oil treatments.

Relevant legislation and codes may include:

- federal, state or territory, and local health and hygiene regulations
- state or territory Acts and local regulations relevant to skin penetration
- occupational health and safety regulations
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene
- workplace product range and manufacturer instructions
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency
- workplace time frame allocated for service.

Treatment plan may include:

- dated record of client's current skin and nail analysis
- required services
- areas requiring special treatment
- products used
- varnish colour.

Contraindications may include:

- bacterial, viral or fungal infections
- warts
- inflamed skin
- visible non-normal nails
- rashes
- blisters, corns and calluses
- heel fissures
- bunions
- hammer toes
- circulatory problems.

Appropriate professional may include:

- medical practitioner
- complementary therapist

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	• podiatrist.
Manicure or pedicare products may include:	• sanitiser • skin and cuticle massage and treatment creams • paraffin wax treatment • exfoliants • remedial products • cuticle remover or softener • nail hardener • nail soaking solution • base coat • varnish • top coat • drier • thinner.
Equipment must include:	• sanitising tray or unit for implements, with appropriate strength solution.
Equipment may include:	• nail clippers or scissors • emery board, rasp, and file • orange stick or cuticle pusher • exfoliation cream • paraffin wax bath • buffer • foot spa • vibrating and whirlpool electric spa machine • towels • water bowls • cleaning pod.
Massage movements must include:	• effleurage • petrissage • tapotement.
Treatment waste may include:	• nail clippings • filing dust • cleansing pads.
Home-care advice may include:	• maintenance requirements • protective advice.
Product recommendations may include:	• buffers and files • cuticle oil or cream • polish • polish remover • moisturiser.

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Unit Sector(s)

Beauty

Competency Field

Nail Services

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SIBBNLS203A Apply ultraviolet gel nail enhancement

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a range of artificial ultraviolet (UV) light gel-based products to enhance the appearance of fingernails or toenails.

Application of the Unit

Gel nail application services are performed in response to client consultation and assessment, conducted and recorded on a treatment plan. They could be an individual treatment or form part of a series of regular treatments that have been designed to meet client requirements.

The unit applies to nail technicians and other beauty workers in nail salons and beauty salons, who interpret observations and information, and follow known routines in order to plan and perform gel nail services that meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare clients.	1.1 Prepare service area, client and self for a ***UV gel nail enhancement service*** according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Evaluate client needs and expectations to enable advice and recommendations for ***treatment plan***.
	1.3 Advise client of ***maintenance requirements*** and advantages and disadvantages of various types of gel nails.
	1.4 Recognise nail and skin conditions including ***specific nail gel treatment complications*** and note areas of hands and nails requiring special treatment.
	1.5 Identify ***contraindications***, explain them to client, and refer client to an ***appropriate professional*** where required.
	1.6 Select type of gel nail application and finished nail shape according to treatment plan and confirm selection with client.
	1.7 Select ***gel nail products*** according to treatment plan and confirm selection with client.
2 Remove artificial gel nails.	2.1 Select artificial gel nail removal products and ***equipment*** and apply sequentially according to manufacturer instructions and client requirements.
	2.2 Remove artificial gel nails according to manufacturer instructions and safety data sheets.
3 Apply or refill artificial gel nails.	3.1 Select gel nail products and equipment according to relevant legislation, manufacturer instructions and client requirements.
	3.2 Use ***personal protective equipment*** for client and self as required.
	3.3 Cleanse and prepare nails according to manufacturer recommendations and treatment plan.
	3.4 Apply gel nail products sequentially according to manufacturer instructions.
	3.5 Apply, refill, and cure artificial nails as required and secure according to manufacturer recommendations and treatment plan.

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		3.6 Seek client feedback throughout application and take remedial action when required.
		3.7 Complete artificial nail application according to client requirements.
		3.8 Safely dispose of ***treatment waste*** to minimise negative environmental impacts.
		3.9 Sanitise equipment according to relevant legislation and workplace policies and procedures.
		3.10 Evaluate finished result against treatment plan.
4	Review treatment and provide post-treatment advice.	4.1 Seek client feedback and record relevant outcomes of treatment.
		4.2 Recommend future treatment program according to client needs.
		4.3 Revise treatment plan as required.
		4.4 Offer home maintenance advice and make ***product recommendations*** according to client needs.
		4.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - analyse client's lifestyle and nails to determine and design appropriate treatment plan
  - respond to contraindications and adverse effects
  - apply and maintain gel nails, achieving structural and aesthetic outcomes to industry standard
  - safely remove UV gel nails to minimise damage to natural nails
  - apply standard infection control procedures
  - apply workplace chemical control procedures during application of gel nails, including preventive actions and the use of personal protective equipment
  - recognise and manage specific gel nail treatment complications, including:
    - product exothermic reaction
    - product skin sensitivity reaction
    - natural nail separation
    - discolouring of product
    - peeling of product

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    - bacterial infection (pseudomonas)
    - injury to natural nail due to damage to artificial nail
  - evaluate the outcomes of service and advise clients on methods and procedures for home-care and complementary products after application or removal of artificial nails
- communication skills to discuss nail analysis, products to be applied and desired outcome with client
- literacy skills to read and apply product information and manufacturer's safety data sheets
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- gross anatomy of skin and nails and shape, function and growth of nails and effects on artificial nail
- chemical components of gel application process and their properties
- safe and environmentally effective methods of venting nail chemical fumes
- effects of changes created by complementary nail shapes and colour or varnish application
- effects of health and disease on nails and nail growth and on maintenance of artificial nails
- relevant health and hygiene regulations
- appearance of UV gel nail contraindications and adverse effects
- procedures for recording trial nail reaction testing
- effects of artificial nail removal on underlying natural nail
- relevant occupational health and safety regulations and requirements
- requirements of manufacturer's product safety data for nail gel products
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to gel nail enhancement service
- workplace product range
- effects and benefits of a defined range of UV gel products
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances used in nail services.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence	Evidence of the following is essential:

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required to demonstrate competency in this unit

- applying safe work practices and relevant health regulations when applying gel nail enhancement
- recognising and managing specific gel nail treatment complications, including:
  - product exothermic reaction
  - product skin sensitivity reaction
  - natural nail separation
  - discolouring of product
  - peeling of product
  - bacterial infection (pseudomonas)
  - injury to natural nail due to damage to artificial nail
- interpreting and applying manufacturer instructions and safety data sheets for products, tools and equipment
- consistently designing treatment plans and providing advice to meet client needs, including:
  - type of artificial nail procedure and product
  - product application techniques
  - areas requiring corrective or remedial services
  - home-care or complementary products
- safely applying a variety of UV gel nail products for enhancement services, including:
  - artificial nail removal
  - application and refill of artificial nails
  - polish/varnish application
  - consistent and accurate application of product to nail surfaces, avoiding skin to reduce risk of skin irritation
  - applying workplace chemical control procedures during application of gel nails
- effective time management of services and control of product waste.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related

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activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped gel nail services workstation, which includes as a minimum:
  - effective exhaust system for nail chemical vapours
  - manicure table
  - operator chair
  - client chair
  - nail table lamp
  - implement sanitising tray
  - hand and nail sanitiser at each table
  - UV light
  - desk mats
  - desk towels
  - brushes
  - files, including emery boards, metal and buffers
  - tip cutters
  - sculpting forms
  - cuticle pushers
- personal protective equipment, including disposable gloves
- UV gel nail products from a comprehensive professional nail services range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different UV gel nail requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of

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tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:

- preparing client for gel nail enhancement service
- recognising skin and nail conditions, including specific gel nail treatment complications and providing advice to clients
- removing artificial nails according to manufacturer instructions
- applying and refilling artificial nails according to agreed treatment plans
- applying workplace chemical control procedures during application of UV gel nails

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the provision of UV gel nail enhancement services, including maintenance advice and relevant legislation
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS201A Work in a nail services framework
- SIBBNLS202A Provide manicure and pedicare services
- SIBBNLS205A Apply nail art
- SIBBNLS206A Use electric file equipment for nails.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic

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	backgrounds and with varying physical and mental abilities.
UV gel nail enhancement service must include:	• application over French, natural and clear tips • natural nail overlays • French backfill • refill • sculptured UV gel nails • fingernails and toenails • UV gel coating over acrylic • application of colour UV gel.
Relevant legislation and codes may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety legislation • industry codes of practice.

Workplace policies and procedures may include:	• health and hygiene
	• workplace product range and manufacturer instructions
	• product safety procedures
	• environmental protection practices, such as:
	  • methods of venting air
	  • temperature and air currents
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency
	• workplace time frame allocated for service.

Treatment plan may include:	• required service • areas requiring special treatment • products selected for service • recommended home-care products • use of electric file • tools, implements and equipment • follow-up procedures.
Maintenance requirements may include:	• removing loose gel • repairing damaged, chipped or broken nails (natural or artificial) • blending regrowth lines • repolishing with colour or French polish • refining gel nail surface

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	• shortening • reshaping • reapplying new nail • rebalancing stress curve • correcting side walls of extension.
Specific gel nail treatment complications may include:	• product exothermic reaction • product skin sensitivity reaction • natural nail separation • discolouring of product • peeling of product • bacterial infection (pseudomonas) • injury to natural nail due to damage to artificial nail.
Contraindications may include:	• damaged natural nails from ineffective removal of artificial nails • bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters • corns • calluses.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Gel nail products may include:	• acid or non-acid primer • thin and gel adhesive • various styles of tips • dehydrator • hand and nail sanitisers • UV and non-UV gel • coloured gel • soak off UV gels • one phase UV gels • traditional multilayer UV gels or base-build top • UV gel cleanser.
Equipment must include:	• sanitising tray or unit for implements, with appropriate strength solution • table with air venting facility and chair • hand and nail sanitiser • UV light

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	• desk lamp • desk mats • desk towels • brushes • files, including emery boards, metal and buffers • tip cutters • sculpting forms • cuticle pushers.
Equipment may include:	• electric file
Personal protective equipment must include:	• face masks • goggles • gloves.
Treatment waste may include:	• filing dust • desk mats • gel wipes.
Product recommendations may include:	• buffers • files • cuticle oil or cream • polish • polish remover • hand cream.

Unit Sector(s)

Beauty

Competency Field

Nail Services

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SIBBNLS204A Apply acrylic nail enhancement

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a range of acrylic nail enhancement services to enhance the appearance of fingernails and toenails. The service is performed in response to client consultation and assessment, conducted and recorded on a treatment plan.

Application of the Unit

This service is offered in nail salons and beauty salons. It could be an individual treatment or form part of a series of regular nail treatments that have been designed to meet client requirements.

The unit applies to nail technicians and other beauty workers who interpret observations and information and follow known routines in order to plan and perform acrylic nail services that meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for an acrylic nail enhancement service.	1.1 Prepare service area, ***client*** and self for an ***acrylic nail enhancement service*** according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Evaluate client needs and expectations to provide advice and recommendations for a ***treatment plan***.
	1.3 Advise client regarding ***maintenance requirements*** and advantages and disadvantages of various styles of acrylic nails.
	1.4 Recognise nail conditions, including specific acrylic nail treatment complications, and note areas of nails requiring special treatment.
	1.5 Identify and explain any ***contraindications*** and refer client to an ***appropriate professional*** where required.
	1.6 Select style of acrylic nail application and finished nail shape according to treatment plan and confirm with client.
	1.7 Select ***acrylic nail products*** according to treatment plan and confirm these with client.
2 Remove artificial nails.	2.1 Select artificial nail removal products and ***equipment*** according to agreed treatment plan and manufacturer instructions.
	2.2 Evaluate client's expectations of removal to provide advice and recommendations for a removal treatment plan.
	2.3 Advise client regarding natural nail maintenance requirements and post-removal care.
	2.4 Advise client regarding non-acrylic artificial nail options along with the advantages and disadvantages of various types of artificial nails.
	2.5 Remove artificial nails according to manufacturer instructions and safety data.
3 Apply or refill artificial nails.	3.1 Select acrylic nail products and equipment according to agreed treatment plan and manufacturer instructions.
	3.2 Use ***personal protective equipment*** for client and self where

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	required according to manufacturers' safety data and workplace safety procedures.
	3.3 Cleanse and prepare nails, applying preparation nail products in sequence according to manufacturer instructions.
	3.4 Apply, refill or mend acrylic nails as required according to manufacturer recommendations and treatment plan.
	3.5 Complete acrylic nail application service according to client requirements, relevant legislation, and workplace policies and procedures.
	3.6 Follow workplace environmental control procedures to safely dispose of ***treatment waste.***
	3.7 Sanitise equipment according to relevant legislation and workplace policies and procedures.
	3.8 Evaluate finished result against treatment plan.
4 Review treatment and provide post-treatment advice.	4.1 Seek client feedback and record relevant outcomes of treatment.
	4.2 Recommend future treatment program according to client requirements.
	4.3 Revise treatment plan as required.
	4.4 Provide maintenance advice and make ***product recommendations*** according to client requirements.
	4.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - analyse client's nails and skin and design a treatment plan
  - respond to contraindications and adverse effects
  - remove acrylic nails safely with a minimum of trauma to natural nail
  - apply acrylic nails following structural and aesthetic requirements recognised by industry
  - apply acrylic products and use files with control causing no irritation, over-exposure or trauma to client's soft tissue
  - maintain acrylic nails following structural and aesthetic requirements recognised by industry and with no trauma to client's soft tissue

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    - apply chemical control procedures during application, including preventive actions and use of personal protective equipment
    - apply universal infection control procedures
    - evaluate outcomes of service and advise client on methods and procedures for home-care and complementary products after application or removal of artificial nails
- communication skills to discuss analysis, products to be applied, and desired outcome with client
- literacy skills to read and apply product information and manufacturers' safety data sheets
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- gross anatomy of skin and nails, and shape, function and growth of nails and effects on artificial nails
- relevant health and hygiene regulations
- appearance of contraindications and adverse effects
- relevant occupational health and safety regulations and requirements
- requirements of manufacturers' product safety data for acrylic nail products
- chemical awareness and techniques for product control to minimise over-exposure and trauma
- safe and environmentally effective methods of venting nail chemical fumes
- chemical components of gel application process and their properties
- procedures for recording trial nail reaction testing
- effects of artificial nail removal on underlying natural nail
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to acrylic nail enhancement services
- effects created by complementary nail shapes and colour polish or varnish application
- structural requirements needed to achieve a successful nail enhancement
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- workplace product range.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying safe work practices and relevant health regulations when applying acrylic nail enhancement
- recognising and managing specific acrylic nail treatment complications, including:
  - product reaction to temperature
  - client reaction to products
  - natural nail separation
  - discolouring of product
  - peeling of acrylic product
  - bacterial infection (pseudomonas)
  - damage to natural nail due to poor removal techniques
- interpreting and applying manufacturer instructions and safety data sheets for products, tools and equipment
- analysing client's lifestyle, nails and skin to design treatment plans and provide advice to meet client needs, including:
  - type and style of acrylic procedure and product
  - safe product application techniques
  - areas requiring corrective or remedial services
  - acrylic nail removal
  - application and refill of acrylic nails
  - polish or varnish application
  - home-care or complementary products
- applying product to nail surfaces, avoiding skin to reduce risk of skin irritation
- effective time management of services and control of product waste.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

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Assessment must ensure access to:

- a fully equipped acrylic nail services workstation, which includes as a minimum:
  - effective exhaust system for nail chemical vapours
  - manicure table
  - operator chair
  - client chair
  - nail table lamp
  - implement sanitising tray
  - hand and nail sanitiser at each table
  - desk mats
  - desk towels
  - brushes
  - files, including emery boards, metal and buffers
  - tip cutters
  - acrylic clippers
  - sculpting forms
  - cuticle pushers
- personal protective equipment, including disposable gloves
- acrylic nail products from comprehensive professional nail services range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different acrylic nail requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate

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handling of a range of contingencies, including:
  - preparing client for acrylic nail enhancement service
  - recognising skin and nail conditions, including specific acrylic nail treatment complications, and providing advice to clients
  - removing artificial nails according to manufacturer instructions
  - applying or refilling acrylic nails according to agreed treatment plan
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the provision and chemistry of acrylic nail enhancement services, including maintenance advice and relevant legislation
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS201A Work in a nail services framework
- SIBBNLS202A Provide manicure and pedicare services
- SIBBNLS205A Apply nail art
- SIBBNLS206A Use electric file equipment for nails.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Acrylic nail enhancement
- tips:

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service must include:	• French • natural • clear • acrylic overlays over natural nails • French back refill • refill • sculptured nails • French acrylic over tip.
Acrylic nail enhancement service may include:	• fingernails • toenails • design acrylic • mixed media with acrylic • coloured acrylic.
Relevant legislation and codes may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety legislation • industry codes of practice.

Workplace policies and procedures may include:	• health and hygiene
	• workplace product range and manufacturer instructions
	• environmental protection practices, such as:
	  • methods of venting air
	  • temperature and air currents
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency
	• workplace time frame allocated for service.

Treatment plan may include:	• required service • areas requiring special treatment • products • tools and equipment • follow-up procedures.
Maintenance requirements may include:	• removing loose acrylic • repairing damaged, chipped or broken nails (natural or artificial) • blending regrowth lines • repolishing with colour or French polish • filing and buffing

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	• shortening • reshaping • reapplying new nail • rebalancing stress curve • correcting side walls of extension.
Contraindications may include:	• damaged natural nail from ineffective removal of artificial nails • bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes.
Appropriate professional may include:	• medical practitioner • complementary therapist.

Acrylic nail products may include:	• acid or non-acid primer
	• adhesive:
	  • thin
	  • gel
	• various styles of tips
	• acrylic powder (polymer)
	• acrylic liquid (monomer)
	• dehydrator
	• hand and nail sanitisers
	• artificial nail remover.

Equipment must include:	• sanitising tray or unit for implements with appropriate strength solution
	• hand files
	• buffers
	• table with air venting facility/chair
	• hand and nail sanitiser
	• desk lamp
	• desk mats
	• desk towels
	• dappen dishes
	• brushes:
	  • for application of artificial nails
	  • primer brushes
	• emery boards
	• tip cutters
	• acrylic clippers
	• sculpting forms

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	• cuticle pushers.
Equipment may include:	• electric files.
Personal protective equipment may include:	• face masks • goggles • gloves.
Treatment waste may include:	• filing dust • desk mats • excess product.
Product recommendations may include:	• buffers • files • cuticle oil or cream • polish • polish remover • hand cream • nail jewellery.

Unit Sector(s)

Beauty

Competency Field

Nail Services

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SIBBNLS205A Apply nail art

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply a range of nail art products and hand painted designs.

Advanced nail art is described in SIBBNLS207A Apply advanced nail art.

Application of the Unit

Nail art is applied as an enhancement after a variety of nail services that may be offered in nail salons and beauty salons.

This unit applies to nail technicians and other beauty workers who select and apply a range of nail art products, including hand painted designs, decals and jewellery.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for the nail art service.	1.1 Prepare service area, ***client***, operator and ***equipment*** for nail art service according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Evaluate client needs, expectations and characteristics to provide advice and recommend a ***treatment plan***.
	1.3 Advise client of ***maintenance requirements*** for decorated nails.
	1.4 Evaluate nail and skin condition and note areas of hands and nails requiring special treatment.
	1.5 Identify and explain ***contraindications*** and refer the client to an ***appropriate professional*** where required.
	1.6 Analyse requested colour and design and advise client of expected outcome.
	1.7 Select ***nail art products*** according to the treatment plan.
2 Apply nail art.	2.1 Prepare nails according to manufacturer recommendations and the treatment plan.
	2.2 Apply nail art products and equipment sequentially, according to manufacturer instructions and treatment plan.
	2.3 Apply and secure nail art as required according to manufacturer's recommendations and treatment plan.
	2.4 Complete nail art service and evaluate finished art work against treatment plan and client satisfaction.
	2.5 Follow workplace environmental control procedures to safely dispose of all ***treatment waste.***
3 Review treatment and provide post-treatment advice.	3.1 Seek client feedback and record relevant outcomes of service.
	3.2 Recommend future treatment program according to client needs.
	3.3 Revise treatment plan as required.
	3.4 Provide maintenance advice according to client needs.
	3.5 ***Recommend products*** according to client requirements.

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3.6 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - analyse client nails and skin and design a treatment plan using skin analysis and colour analysis
  - respond to contraindications and adverse effects
  - analyse colour and design requests and advise clients of expected outcomes
  - apply a range of nail art products
  - apply infection control procedures
- self-management skills to:
  - clean and maintain service area according to workplace policies and procedures designed to minimise negative environmental impact
  - dispose of waste materials in a manner that minimises negative environmental impact
- literacy skills to read and apply product information and safety data sheets and complete a treatment plan
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to nail art service
- appearance of contraindications and adverse effects
- effect of changes created by complementary nail shapes and designs
- workplace product and equipment range
- effects and benefits of a defined range of nail art products
- ingredients and effects of products used for nail art
- care and cleaning requirements for nail art equipment, implements and service area
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- methods of venting air.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- analysing clients' nail condition, colour and design requirements and applying nail art to meet their needs
- interpreting and applying manufacturer instructions and safety data for use of products, tools and equipment
- applying effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- effective time management of nail art services
- providing clients with advice on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped artificial nail art services area, which includes as a minimum:
  - manicure table
  - operator chair
  - client chair
  - nail table lamp
  - electric file or hand file
  - variety of nail art brushes
  - scissors
  - hand files
  - tweezers
  - marbilizer

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- dotter
- range of products from a professional nail art range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different nail art requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate the ability to handle a range of contingencies, including:
  - selecting nail art products according to agreed treatment plan
  - safely applying nail art products according to manufacturer instructions
  - advising clients on maintenance requirements for decorated nails
  - disposing of waste according to policies and procedures
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of provision of nail art services, including maintenance advice and relevant legislation
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS202A Provide manicure and pedicare services
- SIBBNLS203A Apply ultraviolet gel nail

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enhancement
- SIBBNLS204A Apply acrylic nail enhancement.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Equipment must include:
- hand file
- table light
- brushes
- scissors
- tweezers
- dotter.

Equipment may include:
- electric file
- table with air venting facility
- marbilizer
- room air ventilator.

Relevant legislation and codes may include:
- federal, state or territory, and local health and hygiene regulations
- occupational health and safety regulations
- industry codes of practice.

Workplace policies and procedures may include:
- health and hygiene
- workplace product range and manufacturer instructions
- environmental protection practices, such as:
  - methods of venting air
  - temperature and air currents
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices

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	• waste disposal • resource management • water efficiency • workplace time frame allocated for service • workplace safety when using nail chemicals.
Treatment plan may include:	• range and variety of nail art • design structure and layout • colour selection • tools and equipment • follow-up procedures.
Maintenance requirements may include:	• retouching • nail art top coat or sealant.
Contraindications may include:	• bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Nail art products may include:	• adornments • jewellery • gel coverings • water decals • adhesive backed tape and decals • rhinestones.
Treatment waste may include:	• desk mats • waste water • polish remover pads or wipes.

Product recommendations may include:	• cuticle oil or cream
	• nail polish
	• polish remover
	• hand cream
	• jewellery drill
	• other available styles of nail decorations, such as:
	  • coloured gel or acrylic
	  • mixed media or embedded art
	  • three-dimensional gel or acrylic.

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Unit Sector(s)

Beauty

Competency Field

Nail Services

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SIBBNLS206A Use electric file equipment for nails

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the needs of clients and use electric file equipment in conjunction with artificial nail application services. The operator selects from a range of file bits to achieve filed nail areas where required.

Application of the Unit

Electric files are used in nail salons and beauty salons offering a variety of natural, artificial gel, acrylic and resin nail enhancement services.

This unit applies to nail technicians and other beauty workers who interpret observations and information, and follow known routines in order to safely use electric files as part of artificial nail services.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare the client.	1.1 Prepare service area, ***client*** and self according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Establish client needs and expectations to provide advice and recommendations for ***treatment plan***.
	1.3 Assess nail condition and note areas of nail requiring special treatment.
	1.4 Identify and explain any ***contraindications*** and refer client to an ***appropriate professional*** where required.
	1.5 Select a finished nail shape and style according to agreed treatment plan.
	1.6 Select ***electric file and correct burs and bits*** to suit treatment plan.
2 Use electric file equipment.	2.1 Prepare equipment according to the treatment plan, client requirements and manufacturer instructions.
	2.2 Use ***personal protective equipment*** for client and self where required according to manufacturers' safety data sheets and workplace safety procedures.
	2.3 Apply ***electric file procedures*** according to manufacturer instructions and safety data at appropriate stages in nail service.
	2.4 Seek feedback from client during treatment and take ***remedial action*** where indicated.
	2.5 Dispose of ***waste*** according to relevant legislation and workplace policies and procedures.
	2.6 Evaluate finished result against treatment plan.
	2.7 Clean and maintain equipment according to manufacturer instructions and relevant legislation, and workplace equipment cleaning and maintenance procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - use electric file with accuracy and safety
  - select and apply a range of burs and bits according to treatment plan and different nail products and services
  - alter treatment plan to include and implement remedial filing actions
  - clean, disinfect and maintain electric files and attachments according to manufacturer instructions, industry guidelines and relevant health regulations
- literacy skills to read and apply product information and manufacturers' safety data sheets
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions
- workplace procedures in regard to using electrical equipment for nail treatments
- appearance of contraindications and adverse effects
- differences in various electric file systems
- various styles of chuck, revs per minute (RPM), range or speed versus variable speed
- effect of RPM and torque and their relationship to client's treatment plan
- effect of changes created by complementary nail shapes
- workplace product and equipment range
- care and cleaning requirements for:
  - artificial nail electric file and its equipment
  - implements and service area
- methods of venting air
- structural and aesthetic requirements for artificial nails
- effects, advantages and disadvantages of using electrical equipment
- electrical currents, especially safety aspects
- safety aspects of electric file usage.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting and applying manufacturer instructions for tools and electrical equipment
- applying knowledge of differences in style and application and variety of industry-approved professional electric files
- selecting and applying electric file, bits, burs and techniques to be used to achieve treatment plan
- selecting and applying corrective or remedial measures when using an electric file
- using time effectively and controlling product waste
- evaluating use of electric file equipment in nail treatments
- cleaning, disinfecting and maintaining electric files and attachments according to manufacturer instructions, industry guidelines and relevant health regulations.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped artificial nail services area, which includes as a minimum:
  - effective exhaust system for nail chemical fumes
  - manicure table
  - operator chair
  - client chair
  - nail table lamp

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- electric file with burs and bits
- implement sanitising tray
- hand and nail sanitiser at each table
- desk lamp desk mats
- desk towels

- personal protective equipment, including:
  - face masks
  - goggles
  - gloves
- products and electric file equipment from a professional range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different artificial nail service requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - selecting appropriate equipment and nail products according to client needs
  - asking questions to elicit feedback from clients during treatment and taking remedial action if required
  - using electric file equipment with accuracy and safety
  - disposing of waste according to workplace policies and procedures
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the use of an

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electric file and its burs and bits, including the safe use of electric files on a range of gels and acrylics, resins and natural nails
- completion of workplace documentation relevant to use of electric file equipment for nails
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS203A Apply ultraviolet gel nail enhancement
- SIBBNLS204A Apply acrylic nail enhancement
- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Relevant legislation and codes may include:
- federal, state or territory, and local health and hygiene regulations
- occupational health and safety legislation
- industry codes of practice.

Workplace policies and procedures may include:
- health and hygiene
- workplace electrical equipment range and manufacturer instructions and product safety data
- workplace time frame allocated for service
- methods of venting air.

Treatment plan may include:
- required service
- areas requiring special treatment
- artificial products

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	• tools and equipment • follow-up procedures.
Contraindications may include:	• bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters, corns and calluses • heel fissures • bunions • hammer toes • circulatory problems.
Appropriate professional may include:	• medical practitioner • complementary therapist.

Electric file and correct burs and bits must include:	• variable speed electric file
	• burs or bits, including:
	  • diamond burs or bits
	  • carbide burs or bits
	  • sanding bands and mandril.

Personal protective equipment must include:	• safety goggles • glasses • masks.
Personal protective equipment may include:	• table with air ventilating facility.
Electric file procedures may include:	• preparing for French backfills • preparing for infill or refills • shortening and reshaping • removing excess product under nails • refining surface structure.
Remedial action may include:	• adjusting RPM or speed of electric file • modifying pressure of handpiece • changing selection of burs and bits • altering position of handpiece.
Waste may include:	• filing dust • desk mats.

Unit Sector(s)

Beauty

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Competency field

Nail Services

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SIBBNLS207A Apply advanced nail art

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform advanced nail art techniques to apply decorative designs to nails.

Nail technicians combine their knowledge of acrylic and gel products and creative design skills to select and apply a range of advanced nail art techniques to achieve two-dimensional or three-dimensional (3-D) decorative nail designs.

Application of the Unit

This unit applies to advanced nail art products and techniques used during artificial nail applications offered in some nail salons and beauty salons.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to demonstrate

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essential outcomes of a unit of competency.	achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client.	1.1 Prepare service area, ***client*** and self according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Evaluate client needs and expectations to provide advice and recommendations for ***treatment plan***.
	1.3 Advise client of advantages and disadvantages of various advanced nail art services.
	1.4 Identify nail and skin condition and note areas of hands and nails requiring special treatment.
	1.5 Identify and explain ***contraindications*** and refer client to an ***appropriate professional*** where required.
	1.6 Select ***nail designs***, ***advanced nail art products*** and ***equipment*** according to treatment plan and confirm with client.
2 Apply advanced nail art products and techniques.	2.1 Prepare nails according to manufacturer instructions and treatment plan.
	2.2 Apply advanced nail art products and airbrush techniques sequentially to achieve planned design.
	2.3 Use ***personal protective equipment*** as required.
	2.4 Complete nail art service to satisfaction of client and according to workplace policies and procedures.
	2.5 Safely dispose of treatment waste to minimise negative environmental impacts.
	2.6 Evaluate finished result against treatment plan.
3 Review treatment and provide post-treatment advice.	3.1 Seek client feedback, assess satisfaction, and record relevant outcomes of service.
	3.2 Recommend future treatment program according to client needs.
	3.3 Revise treatment plan as required.
	3.4 Provide maintenance advice and make ***product recommendations*** according to client needs.
	3.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

The following skills must be assessed as part of this unit:

- communication skills to discuss nail and skin analysis and desired service outcome with client
- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - analyse client’s nails and plan design and colour outcomes
  - apply a selection of nail art mediums using advanced nail art techniques
  - maintain advanced nail art equipment
  - apply infection control procedures
- initiative and enterprise skills to evaluate service and advise clients on methods and procedures for home care and complementary products
- self-management skills to:
  - clean and maintain service area according to workplace policies and procedures designed to minimise negative environmental impact
  - dispose of waste materials in a manner that minimises negative environmental impact
- literacy skills to:
  - read and apply product information and safety data sheets
  - complete a treatment plan
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant occupational health and safety regulations and requirements
- workplace advanced nail art product and equipment range
- requirements of manufacturers' product and equipment safety data
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to nail art service
- principles of design in relation to selection and application of advanced nail art
- basic principles of colour selections and combinations
- maintenance, care and cleaning requirements for airbrushed nail art tools and equipment and service area
- environmentally safe methods of venting airbrush chemical fumes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the

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Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying safe work practices in regard to applying advanced nail art
- recognising and managing contraindications and adverse effects
- analysing clients' nails and planning and selecting:
  - finished design
  - colour combinations
  - type of advanced nail art product and equipment to be used
  - areas requiring corrective or remedial services
- applying a variety of advanced nail art techniques, products and mediums according to the nail art design
- effective time management and control of waste throughout service
- evaluating an advanced nail art service and advising client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped advanced nail art area, which includes as a minimum:
  - effective exhaust system for nail chemical fumes
  - manicure table
  - operator chair
  - client chair
  - nail table lamp
  - implement sanitising tray
  - hand and nail sanitiser at each table

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- desk mats
- desk lamp
- desk towels
- brushes
- electric file and engraving bit
- airbrush gun
- scissors
- tweezers
- marbiliser
- dotter.

- personal protective equipment, including disposable gloves
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different advanced nail art requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - developing nail designs
  - selecting advanced nail art products and equipment according to agreed treatment plan
  - safely applying advanced nail art products and equipment according to manufacturer instructions to create freehand and stencilled designs
  - disposing of waste according to policies and procedures
  - advising clients on maintenance requirements for decorated nails

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- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of providing advanced nail art services, including maintenance advice and relevant legislation
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS205A Apply nail art
- SIBBNLS206A Use electric file equipment for nails.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Relevant legislation and codes may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety legislation
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene
- workplace selection of advanced nail products
- workplace electrical equipment range and manufacturer instructions
- workplace time frame allocated for service
- methods of venting air
- temperature and air currents.

Treatment plan may include:

- nail designs
- selection of colours
- areas requiring special treatment

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	• products • tools and equipment • follow-up procedures.
Contraindications may include:	• bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Nail designs must include:	• stencilling • free form art designs • two or more colours • gel or acrylic colour design or art • mixed media (a minimum of four different mediums).
Nail designs may include:	• 3-D design both on top of nail and encased within nail • using both acrylic and mixed media.
Advanced nail art products may include:	• coloured gel art products • embedded acrylic art products • acrylic colour and glitter products • coloured nail tips • glass clear tips • pre-designed nail art tips • coloured monomer • art paints and art polish • art pens or stripers • Mylar (various sizes) • crushed shell • glitters (various sizes and shapes) • micro beads • soft foil • dried flowers • Fimo shapes • airbrushing paints • friskets • stencils and masks • nail coverings.
Equipment may include:	• separate product application brushes for gel or acrylic

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- gel ultraviolet (UV) light
- marbelizing tool
- dappen dish
- desk mats
- hand painting nail art brushes
- art pens or stripers
- branding tools and pattern design cutters
- electric file and engraving bit
- airbrush gun
- compressor
- scissors
- airbrush cleaning apparatus.

Personal protective equipment may include:

- face masks
- goggles
- gloves.

Product recommendations may include:

- airbrush top coat
- home-care nail products, such as:
  - buffers and files
  - cuticle oil or cream
  - polish
  - polish remover
  - hand cream
  - jewellery.

Unit Sector(s)

Beauty

Competency Field

Nail Services

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SIBBRES201A Research and apply beauty industry information

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to access, increase and update knowledge of the beauty industry and relevant industry legislation.

This unit describes the application of research to locate information regarding the beauty industry and its relationship to other industries, and to apply this knowledge to enhance personal work performance in a beauty industry environment.

Application of the Unit

This unit applies to beauty operators in a beauty industry environment, which may include retail cosmetics sales, nail salons, beauty salons and spas. The beauty operators work with some level of autonomy or under limited supervision.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Source information on the beauty industry.	1.1 Identify and access ***sources of information*** on the beauty industry. 1.2 Obtain ***information*** that assists effective work performance within the industry. 1.3 Apply knowledge of the beauty industry in the correct context to enhance ***quality of work performance.***
2 Source and apply information on legal and ethical issues for the beauty industry.	2.1 Obtain information on ***legal and ethical issues*** to assist effective work performance. 2.2 Conduct day-to-day ***beauty industry practice*** in accordance with legal obligations and ethical industry practices.
3 Update beauty industry knowledge.	3.1 Identify and use a range of opportunities to update general knowledge of the beauty industry. 3.2 Monitor current ***issues of concern*** to the industry. 3.3 Share updated knowledge with clients and colleagues as appropriate and incorporate into day-to-day work activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- research skills to apply basic research techniques, including:
  - identifying relevant information
  - sorting, summarising and presenting information
- communication skills to use questioning techniques to obtain information
- self-management skills to apply relevant information to industry activities.

Required knowledge

The following knowledge must be assessed as part of this unit:

- industry information sources
- role of trade unions, employer groups and professional associations in the industry
- environmental responsibilities of the industry, including waste minimisation and

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recycling
- services and support provided by industry associations
- federal and state legislation, regulations and guidelines that apply to the industry in the following areas (main objectives, requirements and impact on individual staff):
  - health and safety
  - hygiene
  - workplace relations
  - workers' compensation
  - consumer protection and trade practices
  - duty of care
  - equal employment opportunity
  - anti-discrimination
- overview of current and emerging technology used in the beauty industry.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sourcing industry information
- complying with organisational, regulatory and legislative requirements
- applying knowledge of the beauty industry, including main roles, functions and inter-relationships of different industries, with a more detailed knowledge of issues specific to a particular workplace.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- media

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- reference books
- information regarding employer and employees bodies in the beauty industry
- information services
- industry contacts, mentors and advisors
- the internet
- current beauty industry publications
- a beauty industry work team.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - identifying and accessing sources of industry information
  - applying information to work activities
- case studies or set assignments requiring the candidate to undertake industry research
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of developing techniques to update beauty industry knowledge procedures, including methods of accessing industry information
- completion of workplace documentation relevant to developing techniques to update beauty industry knowledge
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor
- third-party reports from experienced beauty professionals in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS302A Advise on beauty services.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- media
- reference books
- libraries
- unions
- industry associations
- industry journals
- internet sites
- information services
- personal observation and experience
- colleagues, supervisors and managers
- industry contacts, mentors and advisors.

Information may include:

- relationships between the beauty industry and other related industries, such as:
  - entertainment
  - fashion
  - health
  - recreation
  - retail
  - hairdressing
  - complementary therapies
- industry working conditions
- environmental issues and requirements
- industrial relations issues and major organisations
- career opportunities within the industry
- work ethic required to work in the industry
- industry expectations of staff
- quality assurance
- new products, technology, techniques, and services.

Quality of work performance may include:

- client service
- hygiene.

Legal and ethical issues may include:

- consumer protection
- privacy
- duty of care

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	• health and hygiene • equal employment opportunity • anti-discrimination • workplace relations • licensing • insurance • training • advertising • confidentiality • overbooking • pricing • gifts and services free of charge • product recommendations.
Beauty industry practice may include:	• housekeeping • client service • treatments and services.
Issues of concern may include:	• government initiatives • emerging markets • new services and procedures • environmental and social issues • labour issues • industry expansion or retraction.

Unit Sector(s)

Beauty

Competency Field

Research

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SIBBRES702A Investigate developments in cosmetic treatments using light or laser systems

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to investigate and evaluate developments in cosmetic intense pulsed light (IPL) or laser-based treatment.

Cosmetic applications of light therapies are rapidly increasing in the beauty industry. This includes identifying new information, critically evaluating the quality of information, and researching the availability and relevance of education and training opportunities for own professional development in cosmetic light or laser systems applications.

Application of the Unit

This unit applies to beauty therapists with significant knowledge of skin and hair biology and broad experience in providing a range of skin and hair reduction treatments.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Seek out and apply information.	1.1 Analyse and select ***formal and informal research strategies*** to source ***information on local, national and international developments.***
	1.2 Ensure that supplier claims and published advertising or research are supported by ***substantiated research findings***.
	1.3 Critically evaluate supplier claims against potential safety risks and benefits for clients.
	1.4 Access and evaluate literature on the theory and practice of IPL and laser systems application in hair reduction.
	1.5 Regularly research changes to federal, state or local regulations relating to the cosmetic application of light and laser systems by beauty therapists, and implement them.
	1.6 Give case presentations and literature reviews in the workplace and wider peer settings where applicable.
2 Implement reflective learning practices.	2.1 Evaluate, compare and contrast emerging dermal treatments, protocols and other new ideas.
	2.2 Transfer skills and competencies to new contexts.
	2.3 Use knowledge of the historical, theoretical and philosophical aspects of the field of practice to improve existing practices.
	2.4 Identify personal strengths and weaknesses and implement measures to improve.
3 Contribute to the development of professional practices.	3.1 Establish links and share technical information with other industry professionals using knowledge of industry associations and networks.
	3.2 Maintain membership of relevant professional associations.
	3.3 Identify own professional development requirements for expanding professional practice in dermal treatments using cosmetic light or laser systems.
	3.4 Actively pursue opportunities to participate in ***professional development activities.***
	3.5 ***Monitor*** progress of own professional practice on a regular basis.
4 Analyse technological	4.1 Use information to challenge and extend own perspectives

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trends and clinical practice developments in light therapies to inform own practice.	and ways of thinking. 4.2 Examine and assess implications and consequences of technological trends and emerging treatment protocols for own work. 4.3 Use ***critical analysis*** to identify commercial opportunities presented by emerging trends and technologies in cosmetic light and laser system applications.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- literacy skills to research complex, varied and unfamiliar information sources
- planning and organising skills to undertake the research process
- critical thinking skills to:
  - distil and synthesise information from varied sources
  - develop own positions and ideas on a complex range of issues.

Required knowledge

The following knowledge must be assessed as part of this unit:

- specific current and emerging IPL and laser technologies and trends in hair removal
- local, national and international beauty industry association, dermal treatment networks and professional development opportunities
- research methodologies and options
- recent issues affecting the beauty industry in regard to the use of cosmetic light and laser systems in beauty therapy treatments
- sources of information on relevant federal legislation, state or territory Acts and local regulations, including:
  - non-ionising radiation protection
  - skin penetration
  - health regulations
  - occupational health and safety
  - proposed changes
- sources of information on technological developments and applications in relevant light or laser systems, along with broader references that may inform innovative practice
- business implications and consequences of adopting trends and emergent

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technologies
- professional development and further qualifications available in the field of practice
- areas for improvement in own professional practice.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducting research on technological developments with respect to the application of cosmetic light and laser systems, emerging treatment protocols and ideas
- analysing, critiquing and synthesising complex information sources to develop own positions and ideas
- applying recent issues and current regulations affecting the beauty industry in regard to the safe application of cosmetic light and laser systems in treatments
- researching and documenting a personal development plan in light and laser system treatment.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or a technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in or a simulated workplace environment in a range of situations which may include interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a current and varied range of familiar and unfamiliar text and online information sources
- the opportunity to participate actively in relevant industry associations
- the opportunity to participate in, and contribute to,

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discussion through conferences, meetings, seminars, courses and journals
- professional development and other learning opportunities in the cosmetic application of light technologies
- current literature, including specialist journals and industry magazines related to developments in the cosmetic application of light technologies.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of research undertaken by candidate in terms of scope, depth and the level of critical thinking applied
- evaluation of candidate's own professional development plan
- observation of presentations
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of local and international developments in cosmetic light and laser system applications, emerging treatment protocols and ideas.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS705A Apply intense pulsed light and laser safety protocols.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Formal and informal

- formal study
- participating actively in relevant industry

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research strategies may include:	associations • participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals • participating in professional development and other learning opportunities • reading current literature, including specialist journals and industry magazines • web research.
Information on local, national and international developments may include:	• best practice examples • emerging and future technology • published research.
Substantiated research findings may include:	• objective technical methods • clinical testing • sensory analysis by trained panels or consumers • consumer or market research • published and peer-reviewed outcomes.
Professional development activities may include:	• formal study towards higher qualifications • participating actively in relevant industry associations • articles, presentations, interviews and other communications • attendance at lectures or other informal education activities • participating in research projects • subscription to professional journals • those relating to moving into treatment supervisory role • provision of or participation in training • distance-based learning • mentoring.
Monitoring may include:	• feedback from colleagues • accreditation with professional associations • peer discussions • workplace assessments • supervisory feedback • assessment of treatment results • client surveys • monitoring client attendance and business success.
Critical analysis may include:	• analysing and evaluating actions and policies • clarifying issues, values and standards • comparing and contrasting ideals with practice

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- developing criteria for evaluation
- distinguishing relevant from irrelevant facts
- examining and evaluating assumptions
- exploring implications and consequences
- generating and assessing solutions
- making interdisciplinary connections
- making plausible inferences and predictions
- noting significant similarities and differences
- reading and listening critically.

Unit Sector(s)

Beauty

Competency Field

Research

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SIBBSKS201A Pierce ears

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess client requirements and pierce ear lobes for ornamentation.

Piercing to other parts of the upper body is described in SIBBSKS505A Provide upper body piercing.

Application of the Unit

This unit describes a regular service area in the beauty industry and it applies to the full range of industry environments. The beauty business could be a beauty salon, spa, or retail beauty products environment.

The service is provided in response to a customer brief to pierce an area or multiple areas on one or both ear lobes.

The unit applies to beauty operators performing a prescribed range of functions, involving known routines and procedures. It involves some accountability for the quality of outcomes.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client for service.	1.1 Prepare service area, operator, ***client*** and ***equipment*** according to ***relevant legislation*** and ***workplace policies and procedures***.
	1.2 Evaluate client needs and characteristics to enable advice and recommendations for an ear piercing service.
	1.3 Complete parental consent form if client is under-age.
	1.4 Confirm a suitable selection of studs according to client requirements.
	1.5 Identify and explain ***contraindications*** and refer client to an ***appropriate professional*** where required.
	1.6 Identify and note areas of the ear requiring special treatment.
2 Perform ear piercing.	2.1 Prepare earrings, load stud gun, and apply studs according to relevant legislation, manufacturer instructions and workplace policies and procedures.
	2.2 Identify and manage ***adverse effects*** according to workplace policies and procedures.
	2.3 Apply infection control and skin penetration procedures according to relevant legislation and workplace policies and procedures.
	2.4 Match earring placement to location agreed with client.
	2.5 Clean equipment and service area and dispose of piercing equipment according to relevant legislation and workplace policies and procedures.
3 Review treatment and provide post-treatment advice.	3.1 Obtain client feedback and record relevant outcomes of treatment.
	3.2 Provide ***home-care advice*** according to workplace procedures and client needs.
	3.3 Make ***product recommendations*** according to client requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
  - identify client requirements and recommend an ear piercing service
  - respond to questions and provide information and reassurance to client throughout the service
- technical skills to:
  - use ear piercing equipment safely
  - apply ear piercing services according to workplace procedures and manufacturer instructions
  - apply infection control and universal precautions
  - respond to contraindications and adverse effects
- literacy skills to read and apply product information and safety data sheets.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations, requirements and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- infection control procedures and the application of universal precautions
- appearance of contraindications and adverse effects
- workplace policies and procedures in regard to performing ear piercing services
- ear piercing procedures, including:
  - preparation of service area
  - preparation of products and equipment
  - preparation of client
  - application of studs
  - cleaning and disposing of products and equipment
  - post-treatment procedures
  - procedures for consent forms
  - after-care and home-care advice to clients
- workplace product range and manufacturer instructions or safety data sheets.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying knowledge of the transmission routes of infectious conditions, and skill in the application of standard infection control precautions
- consulting with clients and agreeing on selection and placement of earrings
- obtaining parental consent where applicable
- recognising and managing contraindications and adverse effects
- selecting, preparing, using and disposing of and cleaning ear piercing equipment according to state or territory Acts and local government regulations, manufacturer instructions and workplace policies and procedures
- evaluating the outcomes of an ear piercing service and advising the client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor, as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped ear piercing area, which includes as a minimum:
  - an adjustable client chair
  - professional ear piercing guns
  - a range of studs appropriate to the ear piercing guns
  - a range of antiseptic and home-care products
- appropriate cleaning and disinfection products and equipment that comply with local health regulations and requirements
- relevant workplace documentation including:

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- manufacturer's equipment instructions
- product instructions
- manufacturer safety data sheets
- workplace policies and procedures manuals.

- a range of clients with different ear piercing requirements.

For further information on an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - questioning of client to enable advice and appropriate recommendation for ear piercing service
  - cleaning and disposing of piercing equipment according to legislative requirements and workplace policies and procedures
  - providing post-treatment advice according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of providing ear piercing services to clients, including post-treatment advice and relevant legislation
- completion of workplace documentation relevant to the provision of ear piercing services
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:	• clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds and age groups with varying physical and mental abilities.
Equipment may include:	• stud gun • autoclave.
Relevant legislation must include:	• state and territory Acts relating to skin penetration services • local government regulations relating to skin penetration services.

Workplace policies and procedures may include:	• health and hygiene
	• environmental protection practices, such as:
	  • safe disposal of sharps and other treatment waste
	  • waste minimisation
	  • resource management
	  • water efficiency
	• designated time frame for service.

Contraindications may include:	• bacterial, viral or fungal infections • rashes • sunburn • scar tissue and lesions • other visible non-normal skin • hypertrophic and keloid scarring tendency.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Adverse effects may include:	• inflammation • infections of the ear lobe.
Home-care advice must include:	• care and maintenance procedures for recently pierced ears • care and maintenance procedures for earrings.
Product recommendations may include:	• antiseptic • remedial products.

Unit Sector(s)

Beauty

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Competency Field

Skin Services

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SIBBSKS302A Apply cosmetic tanning products

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform cosmetic tanning treatments using cosmetic tanning products. It involves individual responsibility for selecting and applying cosmetic tanning products to achieve agreed outcomes, and safely applying them to achieve client's tanning requirements.

Application of the Unit

This unit applies to the full range of beauty salons, spas and sun tanning studios.

The service is provided in response to a customer brief to achieve a desired tanned effect on an area or areas of the body.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult, plan and prepare for treatments with clients.	1.1 Use ***consultation techniques*** to determine and then record ***client*** requirements and describe the process in a manner that can be understood by the client. 1.2 Use questioning and observation to recognise and then clearly explain any ***contraindications*** to the client and take ***necessary action***. 1.3 Carry out a skin test to determine sensitivity to product and confirm colour preference where necessary. 1.4 Obtain informed and signed parent or guardian consent and ensure that a parent or guardian is present throughout cosmetic tanning process for minors. 1.5 Recommend alternative tanning treatments which are suitable for client's skin type and needs, when necessary. 1.6 Ensure that client's skin is clean and prepared to suit type of tanning product to be used. 1.7 Clean and disinfect tools, equipment and own hands to meet workplace standards and ***relevant health regulations***. 1.8 Select suitable ***equipment*** and ***products*** and set up the treatment area according to workplace practice and manufacturer instructions.
2 Maintain safe and effective methods of working when providing cosmetic treatments.	2.1 Wear ***suitable personal protective equipment*** according to workplace practice. 2.2 Prepare client and provide ***suitable protective covering*** according to workplace practice. 2.3 Ensure client modesty and privacy at all times and check client's wellbeing at regular intervals during treatments. 2.4 Minimise wastage of tanning product during application. 2.5 Safely dispose of treatment waste to minimise negative environmental impacts. 2.6 Ensure that treatment is completed within the workplace service time frame. 2.7 Complete treatment plan so that it is a current and accurate record, easy to read, and signed by the client and the practitioner. 2.8 Leave the work area and equipment in a clean and hygienic condition suitable for further cosmetic tanning treatments.
3 Apply cosmetic tan	3.1 Ensure exfoliation is carried out prior to tan application according to manufacturer instructions, and that the skin is left

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	products.	smooth and free from dry, flaky skin. 3.2 Apply moisturisers and barrier creams following manufacturer instructions to prevent overdevelopment of tanning products. 3.3 Test the pressure and operation of the spray gun prior to use, according to manufacturer instructions. 3.4 Use spray tanning techniques in a controlled way and at a correct distance from the body, applying product evenly, in the correct sequence to achieve desired effect. 3.5 Use techniques that minimise the risk of products being spread outside the treatment area and surrounding environment. 3.6 Identify and effectively correct any application problems that occur during the process. 3.7 Check for ***contra-actions during application*** and discontinue cosmetic tanning where necessary. 3.8 Ensure that finished tan application is an even coverage, completed in a commercial time frame to the client's satisfaction, and record service outcomes on client record.
4	Provide post-treatment advice.	4.1 Recommend suitable home-care products and their use. 4.2 Advise clients regarding possible ***post-treatment contra-actions*** and how to deal with them. 4.3 Recommend and book further follow-up treatments and finalise client record.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- technical skills to:
  - conduct visual examination of the skin in the area to be treated
  - respond to local contraindications
  - provide post-treatment advice to clients
  - recognise and respond to contra-actions during the application process

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  - provide home-care advice to client
- self-management, time-management, planning and organising skills required to complete cosmetic tanning services within commercial time frames
- literacy skills to develop treatment plans and record treatment outcomes
- time-management skills to manage time throughout the cosmetic tanning treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- ingredients of tanning products, exfoliators and moisturisers
- effects of cosmetic tanning products on the skin
- types of cosmetic tanning products available and their advantages and disadvantages
- how to match product selection and its use, to skin type and client preference
- use and effects of tanning enhancers
- how and when to use tanning correctors
- how to clean, maintain and reassemble cosmetic tanning equipment and associated accessories
- types of problems that can occur with cosmetic tanning equipment and how to correct them
- meaning of psi (i.e. pounds per square inch)
- potential risks associated with the use of pressurised cosmetic tanning equipment
- importance of using equipment with a pressure gauge
- operator responsibility under relevant health and safety legislation and regulations
- age at which an individual is classed as a minor, according to relevant federal, state or territory legislation, and why minors must only be treated with informed and signed parental or guardian consent
- importance of pre- and post-treatment advice
- relevance and importance of clearly explaining possible contraindications and possible contra-actions to clients
- those contraindications listed in the range statement which may be present, and the reasons why they:
  - prevent a cosmetic tanning treatment
  - restrict a cosmetic tanning treatment
- how hypopigmentation and hyperpigmentation may affect cosmetic tanning
- contra-actions as listed in the range statement that may occur during or as a result of cosmetic tanning, and advice to give clients in these circumstances
- workplace service time frames for tanning treatments and why it is important to complete the service in the given time
- necessary environmental conditions for cosmetic treatments
- workplace and manufacturer requirements for:
  - setting up and maintaining the treatment area and equipment
  - equipment cleaning and disinfecting regimes
- correct and environmentally sound disposal methods for cosmetic tanning

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treatment waste, in particular for hazardous substances
- type of personal protective equipment that may be used by the client and the operator.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using questioning and visual examination to consult, prepare and plan cosmetic tanning services for a variety of clients
- following workplace procedures to consistently, safely and efficiently perform cosmetic tanning services that meet client requirements in commercial time constraints
- identifying contra-actions or other problems which may arise during or as a result of cosmetic tanning services, and taking necessary action to protect the comfort and safety of the client
- evaluating the outcomes of cosmetic tanning treatments and advising clients on future treatments, home care and complementary products
- cleaning, maintaining and reassembling spray equipment.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped simulated cosmetic tanning area, which must include as a minimum:
  - individual spray booth areas with filtered overspray ventilation

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    - professional spray tanning guns
    - a compressor or multiple compressors of a suitable capacity to service all spray guns simultaneously
- a professional tanning products range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
    - manufacturer's equipment instructions
    - product instructions
    - manufacturer safety data sheets
    - workplace policies and procedures manuals
- a range of clients with different tanning requirements.

For further information on an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
    - consulting with clients, performing visual examinations, and recommending products and services to achieve client tanning requirements
    - safely performing cosmetic tanning services to meet client tanning requirements
    - providing advice on home-care products and future treatments according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
    - safe practices
    - dealing with contra-actions
    - relevant spray booth and equipment cleaning and maintenance procedures
- completion of workplace documentation relevant to the provision of cosmetic tanning treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a

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trainer, or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation techniques must include:	• questioning • visual examination • review of client records • providing advice.
Clients may include:	• adult or minor female clients • adult or minor male clients • clients from different cultural and religious backgrounds • clients with disabilities • new or regular clients with routine or special needs.

Contraindications may include:	• those which prevent cosmetic tanning treatments, such as:
	  • asthma
	  • contagious skin conditions
	• those which restrict treatments, such as:
	  • pigmentation disorders
	  • sunburn
	  • psoriasis
	  • eczema.

Necessary action may include:	• encouraging client to seek medical advice • explaining why treatment cannot be carried out • modifying treatment.
Relevant health regulations may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety regulations.

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Equipment must include:	• spray gun • compressor.
Products may include:	• tanning creams • tanning gels • cosmetic tan liquid • barrier creams • exfoliators • buffing mitts • moisturisers.
Suitable personal protective equipment may include:	• goggles • mask • powder-free nitrile or vinyl gloves • apron.
Suitable protective covering may include:	• protective cap • goggles • mask.
Contra-actions during application may include:	• skin irritation • swelling • burning • itching • watery eyes • coughing • fainting.
Post-treatment contra-actions may include:	• skin irritation • swelling • burning • itching • watery eyes • coughing • fainting.

Unit Sector(s)

Beauty

Competency Field

Skin Services

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SIBBSKS503A Provide diathermy treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse the needs of clients, interpret a treatment plan and safely use electrical currents to apply diathermy procedures to treat dilated capillaries.

Application of the Unit

Diathermy treatments are offered in beauty salons as a specialised remedial treatment that reduces the appearance of dilated capillary blood vessels on the face and body.

Treatment programs are designed and applied by beauty therapists exercising judgement in planning to safely achieve optimum outcomes for clients, which are usually achieved over a series of treatments.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client ***treatment plan.***
	1.2 Identify and note ***variations to the treatment plan***.
	1.3 Confirm treatment plan with ***client***.
	1.4 Obtain written consent from client.
	1.5 Select ***treatment procedure*** according to agreed treatment plan.
2 Prepare client for diathermy service.	2.1 Prepare self, service area and client for diathermy service according to ***relevant legislation and codes***, ***workplace policies and procedures*** and the treatment plan.
	2.2 Select and prepare ***equipment*** according to treatment plan, relevant legislation and workplace policies and procedures.
3 Perform diathermy patch test.	3.1 Select an appropriate area of skin and conduct a ***patch test*** according to relevant legislation and workplace procedures.
	3.2 Assess success of the patch test, amend treatment plan and confirm with client.
	3.3 Rebook client for further service according to agreed treatment plan.
4 Perform diathermy service.	4.1 Prepare the skin ***treatment area*** according to treatment plan and workplace policies and procedures.
	4.2 Prepare a sterile needle or probe within the client's view, according to relevant legislation.
	4.3 Apply ***infection control*** and ***skin penetration procedures*** according to relevant legislation and workplace policies and procedures.
	4.4 Perform the treatment procedure according to agreed treatment plan.
	4.5 Dispose of ***treatment waste*** to minimise negative environmental impacts, and sterilise or dispose of other equipment in accordance with relevant legislation, workplace policies and procedures, and manufacturer instructions.
5 Review treatment and provide post-treatment advice.	5.1 Obtain ***client feedback*** and record ***relevant outcomes of treatment***.
	5.2 Recommend ***future treatment program*** according to client needs.
	5.3 Provide ***home-care advice*** and make product recommendations according to client requirements.
	5.4 Explain possible ***adverse effects*** to client.
	5.5 Rebook client according to agreed treatment plan.
	5.6 Advise the ***source of referral*** of treatment progress where

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applicable.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - interpret treatment plan and adapt treatment to accommodate changes in client's physical condition
  - select an appropriate needle or probe size, angle, depth, electrical current level and duration for a diathermy treatment on a variety of skin treatment areas
  - safely apply diathermy equipment and currents to the treatment of dilated capillaries in a variety of skin treatment areas according to a treatment plan
  - respond to contraindications and adverse effects
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to read and apply:
  - relevant workplace documents
  - manufacturer's equipment and product information
  - safety data sheets.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations and requirements and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- infection control procedures and the application of universal precautions
- correct and environmentally sound disposal methods for diathermy treatment waste that also comply with skin penetration regulations
- workplace policies and procedures in regard to diathermy treatments
- appearance of contraindications and adverse effects
- effects and benefits of a defined range of skin care products
- effects and benefits of diathermy treatments
- anatomy and physiology of the skin and skin structures as they relate to diathermy treatments, including:
  - simplified cross-section of skin

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    - glands as they relate to basic skin function
    - skin chemicals, including sebum and sweat production:
        - normal and abnormal
        - collagen
        - elastin
        - lipids
    - microscopic anatomy of the epidermis, dermis and hypodermis
    - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
    - normal process of skin ageing and structural change
    - normal skin response to irritation and trauma
    - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
    - effects of treatments on the physical structure of the skin
    - wound healing in different skin types and locations
- body systems, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves, including:
    - nervous system and its relationship to skin sensations
- basic nutrition guidelines
- relationship between nutrition and healthy skin, particularly foods that may:
    - have an effect on the skin
    - affect diathermy treatment when combined with relevant skin conditions, products or diet-related diseases
- operator's legal and insurance liabilities and responsibilities in regard to services and the use and preparation of treatment products
- physical appearance of:
    - various skin types
    - normal skin
    - abnormal skin conditions
    - minor skin blemishes
    - skin diseases
- typical medical treatments, drugs and side effects relevant to diathermy
- relevant electrical equipment, including:
    - properties and use of electrical energy, electrostatics and electrical current in diathermy
    - use of alternating current for high frequency treatments
    - sources and effects of laser treatment in diathermy
    - safe practices and management
- factors affecting diathermy treatment outcomes:
    - client's pain tolerance
    - needle or probe size selection

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  - accurate probing, including duration, angle and depth
  - correct probing and successful treatment outcomes
  - safety and comfort
  - current intensity and method choice
  - causes of skin damage
- workplace product and equipment range and manufacturer instructions and safety data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying the requirements of federal, state or territory Acts and local regulations relating to skin penetration and infection control, workplace policies and procedures
- applying safe work practices in regard to diathermy services
- interpreting a treatment plan, including adapting the treatment to accommodate changes in client's condition
- recognising and managing contraindications and adverse effects
- selecting an appropriate needle or probe size, angle, depth, electrical current level and duration for a diathermy treatment, along with safely applying diathermy techniques for a variety of treatment areas
- consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients throughout the treatment, while maintaining discretion and confidentiality
- evaluating a diathermy treatment and advising the client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the

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assessor as described in the Assessment Guidelines
- that competency is demonstrated in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a private and fully equipped diathermy services treatment area, which includes as a minimum:
  - individual client workstations
  - electrical supply to each workstation
  - adjustable treatment couch with operator safe working access at head, foot and each side
  - access to sterilised skin penetration small tools and equipment
  - high frequency equipment
  - blend current equipment
  - disposable needles or probes
  - disposable swabs
- personal protective equipement, including disposable gloves
- appropriate cleaning, sterilisation and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different diathermy requirements.

For further information on an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - discussing variations to treatment plan with client

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- selecting current of machine according to agreed treatment plan
- conducting a patch test
- disposing of waste according to workplace policies and procedures
- applying infection control and skin penetration procedures
- obtaining and recording feedback from client on the outcomes of the treatment

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of diathermy procedures, including a knowledge of the safe use of electrical currents and of anatomy and physiology
- completion of workplace documentation relevant to providing diathermy services
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS405A Develop treatment plans
- SIBBCCS406A Use electricity in beauty therapy treatments
- SIBBHRS504A Provide electrolysis treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- treatment areas
- contraindications
- relevant medical conditions and medications
- equipment
- products

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	• treatment duration.
Variations to the treatment plan may include:	• changes in client's physical condition • changes to client's requirements.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds and age groups with varying physical and mental abilities.
Treatment procedure must identify:	• current duration • current intensity • post-treatment care.
Relevant legislation and codes may include:	• state or territory Acts and regulations relating to skin penetration • occupational health and safety • industry codes of practice.

Workplace policies and procedures may include:	• workplace practice in response to skin penetration Acts and regulations
	• infection controls
	• environmental protection practices, such as:
	  • safe disposal of sharps and other treatment waste
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • resource management
	  • water efficiency
	• designated time frames for the completion of the service.

Equipment must include:	• high frequency • blend current.

Patch test must include:	• replication of treatment plan:
	  • procedures
	  • products
	  • equipment.

Treatment area may include:	• face • upper chest.
Infection control procedures must include:	• use of personal protective equipment • equipment sterilisation and disinfection • use of disposable equipment.
Skin penetration procedures	• disinfection of treatment area • prevention of blood to blood contact

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must include:	• disposal of sharps • disposal of infectious and non-infectious waste.
Treatment waste may include:	• needles or probes • disposable nitrile gloves • swabs.
Client feedback may include:	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include:	• client's satisfaction with treatment • pain experienced • appearance of treatment area.
Future treatment program may include:	• number and frequency of treatments • complementary services or treatments.
Home-care advice may include:	• special care of treatment area • sun protection • avoidance of intense physical activity • dietary advice • skin peels.
Adverse effects may include:	• inflammation arising from treatment • scarring • over treatment • bruising.
Source of referral may include:	• complementary therapist • medical practitioner.

Unit Sector(s)

Beauty

Competency Field

Skin Services

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SIBBSKS504A Design and perform cosmetic tattooing

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to penetrate the skin to apply pigments in order to achieve cosmetic tattoos on the face and body.

Application of the Unit

Cosmetic tattooing treatments may be remedial or cosmetic and are usually offered as a specialised treatment in the beauty industry. Treatments are designed in response to a client brief, and may also be a response to referral by a medical practitioner. Cosmetic tattoos are usually performed on lips, eyebrow areas, eyelids, face and breast areola.

They may be a single treatment or part of a semi-regular series of treatments designed and applied by a beauty therapist exercising judgement in designing the cosmetic tattoo and selecting appropriate pigments to achieve optimum client outcomes.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

HLTIN402B Maintain infection control standards in office practice settings

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client ***treatment plan***. 1.2 Identify and note any variations to treatment plan. 1.3 Provide ***client*** with ***visual representation of expected outcomes***. 1.4 Confirm treatment plan with client. 1.5 Obtain written consent from client. 1.6 Select ***treatment procedure*** according to agreed treatment plan.
2 Prepare client for service.	2.1 Prepare self, service area, and client for service according to ***relevant legislation***, ***workplace policies and procedures***, and treatment plan. 2.2 Select and prepare ***equipment and materials*** according to treatment plan, relevant legislation, and workplace policies and procedures.
3 Perform a patch test.	3.1 Select appropriate area to perform ***patch test.*** 3.2 Perform patch test according to treatment plan, relevant legislation, and workplace policies and procedures. 3.3 Apply ***post-patch test products*** as required according to treatment plan. 3.4 Dispose of ***waste*** and treat equipment in accordance with relevant legislation, workplace policies and procedures and manufacturer instructions. 3.5 Rebook client to assess success of patch test. 3.6 Evaluate patch test result and rebook client for further service where indicated.
4 Perform a cosmetic tattooing service.	4.1 Map out the shape and colour of cosmetic tattoo according to treatment plan and confirm with client. 4.2 Photograph client prior to and immediately after the service. 4.3 Cleanse client's skin and anaesthetise ***treatment area*** as required according to agreed treatment plan. 4.4 Prepare sterile equipment within the client's view according to relevant legislation. 4.5 Select, prepare and record needles and pigments according to

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	manufacturer instructions, treatment plan and workplace policies and procedures. 4.6 Apply ***infection control*** and ***skin penetration procedures*** according to relevant legislation and workplace policies and procedures. 4.7 Perform cosmetic tattooing or micro pigmentation services according to relevant legislation and workplace policies and procedures. 4.8 Apply after-care products as required according to agreed treatment plan. 4.9 Dispose of treatment waste to minimise negative environmental impact, and sterilise or dispose of other equipment in accordance with relevant legislation, workplace policies and procedures and manufacturer instructions.
5 Review treatment and provide post-treatment advice.	5.1 Obtain ***client feedback*** and record ***relevant outcomes of treatment***. 5.2 Recommend ***future treatment program*** according to client needs and revise treatment plan accordingly. 5.3 Provide ***home-care advice*** according to client needs. 5.4 Explain possible ***adverse effects*** to client. 5.5 Rebook client to assess service according to agreed treatment program. 5.6 Advise the ***source of referral*** of treatment progress where applicable.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - interpret treatment plan and adapt treatment to accommodate changes in client's physical condition
  - select and apply pigments to achieve pre-determined outcomes
  - safely apply appropriate equipment, products and pigments to meet client requirements
- communication skills to:
  - consult with clients
  - respond to questions and provide information and reassurance to clients

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throughout the service
- numeracy skills to calculate the time and sequence required for proposed treatments.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant state or territory Acts and local regulations related to skin penetration
- infection control procedures and the application of universal precautions
- correct and environmentally sound disposal methods for cosmetic tattooing treatment waste, which also comply with skin penetration regulations
- workplace policies and procedures in regard to cosmetic tattooing treatments
- effects and benefits of a defined range of skin care products
- factors likely to affect the suitability of each treatment to client needs
- effects and benefits of cosmetic tattooing services
- anatomy and physiology of the skin and skin structures as they relate to cosmetic tattooing services, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production:
    - normal and abnormal
    - collagen
    - elastin
    - lipids
  - microscopic anatomy of the epidermis, dermis and hypodermis
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - effects of treatments on the physical structure of the skin
  - wound healing in different skin types and locations
- relevant electrical equipment, including:
  - properties and use of electrical energy, electrostatics and electrical current for cosmetic tattooing services
  - safe practices and management
- basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin, or which may be contraindicated in combination with particular skin conditions or products used in a treatment procedure
- diet-related diseases which may affect a cosmetic tattooing service
- chemical ingredients in relevant treatment products, particularly in regard to:

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    - their likely effects on the skin
    - toxic effects of various substances
    - their contribution to premature ageing
    - possible adverse effects in combination with other products or circumstances
- causes of skin reactions in regard to cosmetic tattooing services and the appearance and management of adverse effects, including:
    - inflammation arising from the cosmetic tattooing services
    - torn skin
    - bruising
- physical appearance of:
    - various skin types
    - normal skin
    - abnormal skin conditions
    - minor skin blemishes
    - skin diseases
- appearance of contraindications and adverse effects
- typical medical treatments, drugs and side effects relevant to cosmetic tattooing.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying the requirements of federal, state or territory Acts and local regulations relating to skin penetration and infection control
- applying safe work practices in regard to cosmetic tattooing
- interpreting a treatment plan, including adapting the treatment to accommodate changes in client's condition
- recognising and managing contraindications and adverse effects
- selecting appropriate pigment needles, angle, depth, and electrical current level and safely applying cosmetic tattooing techniques for a variety of treatment areas
- using effective questioning and active listening techniques to consult, reassure and negotiate with

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clients throughout the treatment, while maintaining discretion and confidentiality
- evaluating a cosmetic tattooing treatment and advising the client on home care and future treatments.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped and compliant cosmetic tattooing environment, which includes as a minimum:
  - individual client workstations
  - cosmetic tattoo equipment
  - electricity supply at each workstation
  - multiple disposable needles suitable for a variety of body and facial areas
  - needle caps
  - colour pigment holders
  - ten colour pigments
  - topical anaesthetic cream
  - disposable towels
  - disposable mouthguards
- personal protective equipments, including disposable gloves
- a range of products and equipment from a professional range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different cosmetic tattooing requirements.

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For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - selecting and mixing appropriate pigments
  - applying cosmetic tattoos
  - reviewing the outcomes of cosmetic tattoo procedures with clients
  - providing post-treatment advice
  - applying infection control procedures
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of designing and performing cosmetic tattooing procedures, including the safe application of electricity and infection control and skin penetration
- completion of workplace documentation relevant to designing and performing cosmetic tattooing
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS406A Use electricity in beauty therapy treatments
- SIBBCCS407A Interpret the chemical composition and physical actions of cosmetic products.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:	• treatment areas • contraindications • relevant medical conditions and medications • equipment • pigments • anaesthetic • outcomes of previous treatments.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds and age groups with varying physical and mental abilities.
Visual representation of expected outcomes may include:	• examples of previous work • make-up simulation • difference between cosmetic tattooing and semi-permanent make-up.
Treatment procedure may include:	• sequencing • pre- and post-treatment products.
Relevant legislation may include:	• state or territory Acts and local regulations relating to skin penetration • health regulations • occupational health and safety legislation.

Workplace policies and procedures may include:	• environmental protection practices, such as:
	  • safe disposal of sharps and other treatment waste
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • resource management
	  • water efficiency
	• designated time frames for the completion of the service.

Equipment and materials must include:	• cosmetic tattoo machine and matching transmission shaft • colour pigment holders • disposable needles suitable for a variety of body areas

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	• needle caps • a minimum of ten colour pigments • topical anaesthetic creams • mouthguards.
Materials may include:	• pigments • swabs.

Patch test must include:	• replication of treatment plan:
	  • procedures
	  • products
	  • equipment.

Post-patch test products may include:	• ice packs • ointments • creams • serums • mild analgesics.
Waste may include:	• needles or probes • gloves • swabs.
Treatment area may include:	• lips • eyelids • brow • face • areola.
Infection control procedures must include:	• use of personal protective equipment • equipment sterilisation • equipment disinfection • use of disposable equipment.
Skin penetration procedures must include:	• disinfection of treatment area • prevention of blood to blood contact • disposal of sharps • disposal of infectious and non-infectious waste.
Client feedback may include:	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include:	• client satisfaction with treatment • pain experienced • appearance of treatment area.
Future treatment program may include:	• number and frequency of treatments • complementary services or treatments.
Home-care advice may	• product recommendations

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include:	• managing the healing process • follow-up treatments • ongoing assessment.
Adverse effects may include:	• inflammation arising from treatment • scarring • bruising • unsatisfactory appearance.
Source of referral may include:	• beauty therapist • make-up artist • physician, surgeon or dermatologist.

Unit Sector(s)

Beauty

Competency Field

Skin Services

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SIBBSKS505A Provide upper body piercing

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a defined range of upper body piercing for the nose, ear cartilage and navel.

Application of the Unit

Upper body piercing is a skin penetration service offered by some beauty therapy salons. As such, it is subject to the requirements of relevant skin penetration legislation and regulations in all states and territories.

Beauty therapists may pierce one area or multiple areas of the upper body, which may include the nose, ear cartilage or navel, to attach body jewellery in response to a client brief.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

HLTIN402B Maintain infection control standards in office practice settings

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to demonstrate

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essential outcomes of a unit of competency.	achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client ***treatment plan.***
	1.2 Identify and note any ***variations to treatment plan.***
	1.3 Confirm treatment plan with ***client***.
	1.4 Obtain written consent from client according to ***relevant legislation*** and ***workplace policies and procedures***.
	1.5 Identify and select ***products*** and ***equipment*** according to agreed treatment plan.
2 Prepare client for service.	2.1 Prepare service area and equipment according to relevant legislation and workplace policies and procedures.
	2.2 Provide advice on ***maintenance*** and possible ***adverse effects*** of body piercing to client.
	2.3 Measure ***piercing site*** to determine gauge and appropriate size of body jewellery.
	2.4 Confirm ***body jewellery style*** according to client requirements.
3 Perform body piercing.	3.1 Apply ***infection control*** and ***skin penetration procedures*** according to relevant legislation and workplace policies and procedures.
	3.2 Complete ***preparation of body jewellery*** according to relevant legislation, workplace policies and procedures, manufacturer instructions and treatment plan.
	3.3 Cleanse piercing site according to relevant legislation and workplace policies and procedures.
	3.4 Mark body according to selected body jewellery.
	3.5 Perform piercing safely and according to treatment plan, relevant legislation, and workplace policies and procedures.
	3.6 Cleanse, sterilise or dispose of piercing equipment according to relevant legislation and workplace policies and procedures.
	3.7 Identify and manage adverse effects according to relevant legislation and workplace policies and procedures.
	3.8 Cleanse service area according to relevant legislation and workplace policies and procedures.
4 Review treatment and provide post-treatment advice.	4.1 Seek ***client feedback*** and record ***relevant outcomes of treatment***.
	4.2 Provide ***home-care advice*** according to relevant legislation and workplace policies and procedures.
	4.3 Make ***product recommendations*** according to client requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - interpret treatment plans, and identify and adjust to changes in clients' condition
  - respond to state or territory Acts or local regulations relating to skin penetration and infection control, through the implementation of workplace procedures
  - select appropriate types, metals, sizes and gauges of body jewellery
  - operate sterilising equipment and complete record keeping requirements
  - apply body piercing products and equipment while ensuring the safety of the client and the practitioner
- communication skills to:
  - advise clients and respond to questions
  - provide information and reassurance to clients throughout body piercing services
- literacy skills to:
  - read and interpret relevant workplace documents
  - record relevant information accurately and legibly.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant federal, state and territory Acts and local regulations relating to skin penetration including, relevant occupational health and safety regulations and requirements
- infection control procedures and universal precautions
- workplace policies and procedures in regard to body piercing services
- anatomy and physiology of the skin and skin structures as they relate to body piercing, including:
  - simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production:
    - normal and abnormal
    - collagen
    - elastin
    - lipids
  - microscopic anatomy of the epidermis, dermis and hypodermis
  - normal process of skin ageing and structural change

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  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - wound healing in different skin types and locations
  - effects of treatments on the physical structure of the skin
- body piercing procedures, including:
  - preparing service area
  - preparing products and equipment
  - preparing client and operator
  - marking piercing sites
  - applying body jewellery
  - cleaning and disposing of product and equipment
  - maintaining equipment and product records
  - maintaining client records
  - implementing post-treatment procedures
  - implementing procedures for consent forms
  - providing home-care advice to client
- appearance of contraindications and adverse effects
- workplace equipment product range and manufacturer instructions and data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant federal, state or territory Acts and local regulations relating to skin penetration along with the application of standard infection control precautions
- recognising and managing contraindications and adverse effects
- safely applying body piercing techniques and jewellery
- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- selecting, preparing, using and disposing of or cleaning body piercing products and equipment

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according to legislative requirements, manufacturer instructions and workplace policies and procedures
- evaluating a body piercing service and advising the client on home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped upper body piercing treatment area, which includes as a minimum:
  - individual client workstations
  - adjustable treatment couch with equipment and operator safe working access at head, foot and each side
  - access to sterilised equipment
  - a plentiful supply of sterile cleansing swabs
  - antibacterial skin cleansing solution
  - needles
  - needle acceptor tubes
  - callipers
  - forceps
  - ball holding tweezers
  - ring opening and closing pliers
  - iris scissors
  - a range of body jewellery in sterile packaging
- personal protective equipment, including disposable gloves
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different upper body

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piercing requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing the service area and client for body piercing
  - selecting an appropriate style and gauge of jewellery
  - performing piercings on the upper body
  - attaching jewellery
  - implementing relevant infection control and skin penetration procedures and legislation
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of body piercing procedures, including the application of infection control
- completion of workplace documentation relevant to providing body piercing.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS404A Work in a skin therapies framework.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Treatment plan must include:	• piercing site or sites
	• body jewellery
	• equipment
	• contraindications:
	  • bacterial, viral or fungal infections
	  • rashes
	  • sunburn
	  • scar tissue and lesions
	  • other visible non-normal skin
	  • hypertrophic and keloid scarring tendency
	• areas of the body requiring special treatment:
	  • soft tissue
	  • cartilage
	  • blood supply areas
	  • nerves.

Variations to treatment plan may include:	• changes in client's physical condition • changes in client requirements.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds and age groups with varying physical and mental abilities.
Relevant legislation may include:	• state and local health and hygiene regulations • federal, state or territory skin penetration Acts and local regulations • occupational health and safety.

Workplace policies and procedures may include:	• infection controls
	• environmental protection practices, such as:
	  • safe disposal of sharps and other treatment waste
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • resource management
	  • water efficiency
	• care and maintenance of equipment
	• designated time frame for service.

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Products may include:	• antiseptic • cleanser • swabs • gloves • autoclave bags.
Equipment must include:	• needles • needle acceptor tubes • autoclave • calipers • forceps • ball holding tweezers • ring opening and closing pliers • iris scissors.
Maintenance must include:	• disinfection • care of body jewellery • general hygiene.
Adverse effects may include:	• bleeding • fainting • infection • hypertrophic and keloid scarring.

Piercing site may include:	• ala of nose
	• ear cartilage:
	  • tragus
	  • antitragus
	  • helix
	  • antihelix
	  • daith
	• navel.

Body jewellery style may include:	• ball captured rings • barbells • bananabells • nose studs • navel bananabells • circular barbells.
Infection control procedures must include:	• pre- and post-treatment cleansing of service area • single-use equipment • cleaning of reusable equipment • personal protective equipment.
Skin penetration procedures must include:	• prevention of blood to blood contact • protection of wound sites • sterilisation.

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Preparation of body jewellery must include:	• sterilisation packaging • record keeping.
Client feedback may include:	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include:	• client reaction • adverse effects.
Home-care advice must include:	• cleansing procedures for piercing site • cleaning and rotating procedures for body jewellery • general hygiene • wearing loose clothing during healing • avoiding spas.
Product recommendations may include:	• saline solution • antiseptics.

Unit Sector(s)

Beauty

Competency field

Skin Services

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SIBBSKS506A Apply micro-dermabrasion to improve skin appearance

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply micro-dermabrasion techniques and provide relevant post-treatment advice.
Micro-dermabrasion involves the application of manual or pre-set systems using crystals and vacuum suction to exfoliate the skin on the face or body.

The therapist performing the body treatment may or may not have designed the treatment, but is expected to access and interpret a treatment plan, explain the administration of the treatment to the client, and adapt as required during the service in response to client reaction.

Application of the Unit

This unit applies to to beauty therapists exercising judgement in planning and applying micro-dermabrasion treatments in beauty therapy salons or spa environments.

Micro-dermabrasion treatments are performed in response to a client consultation and assessment, conducted and recorded on a treatment plan. They may involve a single treatment or a series of micro-dermabrasion treatments that have been designed to meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult and prepare for the treatment.	1.1 Access and review client ***treatment plan.***
	1.2 Review and note any ***contraindications*** and subsequent variations to the treatment plan.
	1.3 Select micro-dermabrasion equipment, confirming it is in safe working condition.
	1.4 Select and allocate ***resources*** to be used to meet treatment objectives.
	1.5 Explain contraindications which prevent treatment clearly and tactfully and recommend more suitable alternative treatments.
	1.6 Confirm ***treatment objectives*** and revised treatment plan with ***client*** and ensure consent.
	1.7 Prepare ***treatment area*** and wear ***personal protective equipment*** to avoid cross-infection and exposure to clinical waste.
	1.8 Ensure the positioning of the client and equipment permits effective access and minimises risk to operator and discomfort to client.
2 Apply micro-dermabrasion treatments.	2.1 Sanitise hands and wear suitable gloves throughout the treatment.
	2.2 Ensure that treatment area is clean, dry and hair free.
	2.3 Explain the physical sensation being created by the equipment being used.
	2.4 Carry out a patch test on the treatment area and assess skin response, discontinuing treatment where there are ***adverse reactions.***
	2.5 Adjust machine ***systems and variables*** as required and according to patch test reaction and the skin area being treated.
	2.6 Stretch and manipulate the skin where necessary according to treatment ***techniques*** and objectives.

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	2.7 Adjust systems and variables as necessary while monitoring skin reaction and client response. 2.8 Check client's wellbeing, offer reassurance and discontinue treatment if required during treatment.
3 Review treatment and provide post-treatment advice.	3.1 Evaluate the outcomes of the treatment process with client. 3.2 Apply high factor suncreams to hydrate and protect the treatment area. 3.3 Negotiate ***future treatment program*** with client to ensure optimal outcomes. 3.4 Provide ***home-care advice*** according to client needs. 3.5 Rebook client for complementary services according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - interpret treatment plans and identify and adjust to changes in clients' condition
  - prepare client for treatment according to the treatment plan and workplace procedures
  - ensure treatment is provided, according to the individual, the condition and the presence of complicating factors
  - safely apply micro-dermabrasion equipment according to the treatment plan
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to:
  - read and apply relevant workplace documents and manufacturers' safety data sheets on electrical equipment
  - read, interpret and adjust treatment plans as appropriate
- time-management skills to manage time throughout the treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations, requirements and skin penetration

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legislation
- relevant occupational health and safety regulations and requirements
- infection control procedures and the application of universal precautions as they apply to the provision of a micro-dermabrasion service
- workplace policies and procedures in regard to electrical micro-dermabrasion treatments
- appearance of contraindications and adverse effects
- factors likely to affect the suitability of each technique to client needs and the effects and benefits of each step in micro-dermabrasion treatments
- how ageing affects the skin and limits the effectiveness of treatment
- nervous system and its relationship to skin sensations
- lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
- causes of skin reactions and allergies in regard to micro-dermabrasion treatments
- principles and properties of electricity as they relate to micro-dermabrasion treatments
- effects of micro-dermabrasion treatment on the skin, circulatory lymphatic and nervous systems.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting a treatment plan and making adjustments required by variations in client's condition
- preparing the service area and clients for micro-dermabrasion treatments
- demonstrating safe and effective application of micro-dermabrasion equipment and resources listed in the range statement across a range of clients with different requirements
- using time effectively
- evaluating the outcomes of micro-dermabrasion treatments, and advising clients on home care and future treatments
- accurately and legibly recording relevant data on client treatment plans.

Context of and specific

Assessment must ensure:

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resources for assessment

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped micro-dermabrasion treatment services environment, which includes as a minimum:
  - individual client workstations
  - micro-dermabrasion equipment and resources including consumable attachechments, semi consumable attachements and crystals
  - adjustable couches with safe working access for operator and equipment at head, foot and each side
  - electricity supply to each workstation
  - magnifying lamps
  - trolleys
  - towels
  - client gowns or covers
- equipment and products from a professional range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different skin requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in the workplace or a simulated work

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environment, over sufficient time to demonstrate handling of a range of contingencies, including:

- consulting with and advising clients on micro-dermabrasion treatments
- preparing clients for micro-dermabrasion treatments
- performing and evaluating patch tests
- applying micro-dermabrasion techniques according to the treatment plan and client comfort and skin response
- providing home-care advice and making treatment recommendations to the client

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - appearance of contraindications and adverse effects
  - factors likely to affect the suitability of each technique to client needs and the effects and benefits of each micro-dermabrasion treatments
  - causes of skin reactions in regard to micro-dermabrasion treatments
- completion of workplace documentation relevant to providing micro-dermabrasion treatments
- third-party reports from experienced technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBCCS404A Work in a skin therapies framework
- SIBBFAS405A Provide advanced facial treatments.

Range Statement

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

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- outcomes of previous treatments
- relevant medical history
- medications being used
- contraindications
- massage techniques, including types, frequency and duration of movements
- electrical treatments
- tools and equipment selected.

Contraindications may include:

- those which prevent body electrical treatment:
  - contagious skin diseases
  - dysfunction of the nervous system
  - heart diseases and disorders
  - pacemaker
  - cancer-related treatments
  - recent scar tissue
  - undiagnosed lumps
  - inflammations and swellings
  - medications that cause thinning or inflammation of the skin
- those which restrict body electrical treatment, including:
  - tattoos in the treatment area
  - pigmented naevi
  - recent dermabrasion or chemical peels
  - recent scar tissue
  - varicose veins
  - cuts
  - abrasions
  - bruises
  - intense pulsed light or laser and epilation
  - collagen
  - Restylane
  - Botox.

Resources may include:

- consumable attachments
- semi consumable attachments
- crystals
- time.

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Treatment objectives may include:	• general improvement of the skin texture • improving the appearance of fine lines • improving the appearance of hyperpigmentation • improving oily and congested skin • improving the appearance of cellulite • improving the appearance of stretch marks.
Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Treatment area may include:	• face • body.
Personal protective equipment must include:	• apron • gloves • mask • goggles.
Adverse reactions may include:	• excess erythema • blistering • excessive discomfort • swelling • reactions leading to bruising.
Systems and variables may include:	• manual vacuum and crystal flow • pre-set vacuum and crystal flow.
Techniques may include:	• gliding • horizontal • vertical.
Future treatment program may include:	• further micro-dermabrasion treatments • complementary treatments.

Home-care advice may include:	• avoidance of certain activities in the immediate after-treatment period, including:
	  • exercise
	  • ultraviolet exposure
	  • wearing restrictive clothing
	  • heat treatments
	• avoidance of certain products:
	  • perfumed and chemical-based products
	  • make-up
	  • exfoliating agents
	• touching the treated area

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- possible side effects:
  - erythema
  - slight tingling
  - slight swelling and dryness
- recommended use of home-care products, such as high factor suncream.

Unit Sector(s)

Beauty

Competency Field

Skin Services

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SIBBSPA501A Work in a spa therapies framework

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply spa principles and practice when offering spa treatments and creating and maintaining a spa services environment.

Application of the Unit

This unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques. It may be applied in spas or in beauty salons offering spa therapies.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge

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section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1 Promote spa principles and practice.	1.1 Maximise client interest by explaining the features and benefits of relevant spa therapies and spa ***treatments*** and ***products***. 1.2 Introduce ***clients*** into the ***spa environment*** according to ***workplace policies and procedures***.
2 Prepare, clean and maintain spa treatment environment.	2.1 Ensure that condition of spa environment and ***equipment*** complies with relevant laws, regulations, industry codes of practice and workplace guidelines regarding water use and ***water hygiene***. 2.2 Follow manufacturer and workplace instructions for cleaning, use and ***maintenance*** of equipment. 2.3 Liaise with colleagues to ensure efficient operation of the spa. 2.4 Follow workplace safety procedures for ***designated wet areas*** and recommended personal protective clothing for nominated services according to workplace practice. 2.5 Identify and promptly report equipment malfunction or maintenance requirements to designated person.
3 Monitor spa treatment environment.	3.1 Liaise and negotiate with colleagues to plan and implement the ongoing ***monitoring*** of ***treatment areas*** and equipment at agreed intervals. 3.2 Supervise and check client's wellbeing in a polite and tactful manner at the required intervals. 3.3 Ensure client modesty and privacy at all times. 3.4 Recognise ***adverse reactions*** which may occur during treatments and take ***necessary action***. 3.5 Maintain the service culture and ***ambience*** of the spa environment. 3.6 Use energy, water and other resources efficiently during spa treatments to reduce negative environmental impacts. 3.7 Ensure own posture and position minimise fatigue and risk of injury to self and client.
4 Complete shutdown of treatment areas and the spa environment.	4.1 Ensure that relevant spa equipment is shut down according to manufacturer instructions. 4.2 Ensure treatment areas are shut down according to relevant laws, regulations and workplace practices. 4.3 Ensure safe disposal of waste according to relevant laws, regulations and workplace policies and procedures. 4.4 Leave treatment area set up for following treatments. 4.5 Liaise with colleagues to confirm the completion of shutdown and availability of vacated treatment area.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal and communication skills to:
  - convey service and product advice to clients
  - use language and concepts appropriate to cultural differences
  - introduce clients to the spa environment
  - provide service to clients in the spa environment
  - liaise and negotiate with colleagues
- literacy skills to read and apply:
  - relevant workplace documents
  - manufacturer instructions on equipment use and maintenance
- numeracy skills to calculate:
  - times required for recommended treatment programs
  - likely total cost of recommended spa services
- technical skills to:
  - observe safe practices in wet areas
  - monitor and maintain workplace spa equipment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- definition of spa, including:
  - healing through water
  - philosophy of the current spa movement
- spa history and development, including:
  - origins of hydrotherapy
  - overseas trends
  - development of current spa movement
  - cultural healing traditions
  - theory and principles of spa therapies, including:
    - Thalassotherapy
    - Balneotherapy
    - Kneipp therapy
- detailed knowledge of the features and benefits of wet and dry room therapies in the workplace
- workplace policies and procedures in regard to selecting and sequencing spa treatments

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- procedures for maintaining wet room and dry room equipment
- management of contraindications and adverse effects
- physical properties of water, including:
  - states of water
  - hydrogen bonding
  - surface tension
  - cohesion and adhesion
  - specific heat capacity
  - heat vaporisation and density
- characteristics of water, including:
  - buoyancy
  - hydrostatic pressure
  - turbulence
  - viscosity
- chemical properties of water in relation to:
  - spa behaviour of water under different conditions
  - benefits of water in spa treatments
- chemicals appropriate to the spa environment to maintain water hygiene
- infection and cross-infection and their prevention in spa environments
- water supply and the efficient use of water in spa environments
- workplace procedures for minimising water usage
- federal and local legislative requirements applying to spa operation
- workplace policies and procedures relating to preparing, cleaning and maintaining the spa environment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- introducing clients into the spa environment
- applying workplace and procedures, legislative requirements and industry codes of practice when preparing, cleaning and maintaining equipment and the spa environment
- maintaining the service culture and ambience of the spa environment for clients
- following workplace safety in wet areas
- completing the shutdown of treatment areas

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according to workplace policies and procedures.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals, including spa services and pricing
- a range of clients seeking and experiencing spa treatments, including wet room and dry room therapies requiring the use of products, treatments and equipment from a professional spa range.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of spa tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - introducing clients to the spa environment
  - explaining the features and benefits of spa treatments and services in the salon range
  - preparing, cleaning and maintaining the spa environment
  - monitoring the treatment area
  - shutting down treatment areas after a service
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the required skills

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and knowledge of this unit
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor
- third-party reports from experienced spa professionals in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBSPA502A Plan spa programs
- SIBBSPA503A Provide spa therapies
- SIBBSPA504A Provide stone therapy massage
- SIBBSPA505A Provide Indian head massage for relaxation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Spa treatments must include:
- steam
- hydro tub
- vichy shower or wet table or spa capsule.

Spa treatments may include:
- flotation
- underwater massage
- sauna
- spa pool
- mineral or sea water pool
- power jet massage
- herbal therapy
- body exfoliant
- dry body brushing
- hot oil wrap and massage
- mud, clay and algae wrap.

Products may include:
- pre-blended aromatic plant oils
- exfoliants
- muds or clays
- algae.

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Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Spa environment must include:	• reception • individual wet and dry treatment rooms • shower change facilities.
Spa environment may include:	• a shared wet therapies area.
Workplace policies and procedures may include:	• health and hygiene legislation and regulations • methods of sequencing treatments • privacy of client information • water management and water hygiene procedures • occupational health and safety.
Equipment must include:	• steam equipment • hydro tub • vichy shower or wet table or spa capsule.
Equipment may include:	• sauna • spa pool • mineral or sea water pools • power jet massage.
Water hygiene may include:	• infection and cross-infection • methods to prevent cross-contamination • methods of disinfection • methods of sterilisation.
Maintenance may include:	• cleaning • testing of water and chemical levels • topping up of water and chemical levels • replenishing consumables.
Designated wet areas may include:	• individual wet treatment rooms • shared wet areas.
Monitoring may include:	• heat • humidity • water levels • water chemical concentrations • treatment times • ventilation • ambience of the environment.
Treatment areas must include:	• treatments rooms • relaxation areas.

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Adverse reactions may include:	• dizziness • nausea • skin irritation • headache.
Necessary action may include:	• adjusting treatment • discontinuing treatment • encouraging client to seek medical advice • informing relevant members of staff • facilitating first aid.
Ambience may include:	• lighting and colours • relaxation background music or sounds • quiet areas and general noise management • perfumed oils or candles • decaffeinated and herbal refreshments • cool drinks • snack service.

Unit Sector(s)

Beauty

Competency Field

Spa Services

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SIBBSPA502A Plan spa programs

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify a client's general spa treatment requirements and plan a treatment program.

Application of the Unit

Spa programs are designed in day spas, destination spas and other facilities offering a range of spa therapies. This unit applies to spa staff who would have initial contact with prospective clients seeking a spa experience, which includes wet room therapies and may also include dry room therapies or specialised treatments offered by the business.

The unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult with client.	1.1 Establish rapport with and obtain ***relevant information*** from ***client*** to determine ***client expectations and requirements*** through questioning and active listening. 1.2 Maximise client interest by explaining the features and benefits of relevant ***workplace spa therapies*** and ***spa treatments*** and ***products***. 1.3 Inform client of available services and pricing structure, including special offers or promotions relevant to client requirements. 1.4 Establish client's medical history, ***contraindications***, physical condition and ***lifestyle***. 1.5 Encourage clients with suspected contraindications to seek medical advice without reference to specific conditions and without causing undue alarm. 1.6 Identify any client ***special needs*** relevant to client comfort and safety during treatments.
2 Determine the spa program.	2.1 Discuss ***recommendations*** with client. 2.2 Confirm agreed treatment program with client and ensure timing of treatments falls within commercially viable and cost-effective time limits. 2.3 Provide client with ***pre-treatment advice*** and ***post-treatment advice*** in line with the agreed spa program. 2.4 Record ***spa program plan*** according to ***workplace policies and procedures***. 2.5 Book the client for the spa program.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal and communication skills to:
  - develop a rapport with clients when conveying and explaining service and product advice, including the features and benefits of services and products from the workplace range

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    - ask questions to identify and confirm requirements
    - use language and concepts appropriate to cultural differences
    - use and interpret non-verbal communication
- problem-solving skills to sequence spa treatments that meet client needs and make efficient use of staff and equipment
- literacy skills to:
    - read and understand relevant workplace documents and product ingredient or treatment information
    - prepare individual client treatment plans
- numeracy skills to calculate the times required for recommended treatment programs and the likely total cost of recommended spa services.

Required knowledge

The following knowledge must be assessed as part of this unit:

- detailed knowledge of the features and benefits of wet and dry room therapies in the workplace range
- workplace policies and procedures in regard to selecting and sequencing spa treatments
- ingredients in relevant spa treatment products, particularly in regard to their likely effects on the skin
- factors likely to affect the suitability of each spa treatment to client needs and the effects and benefits of each step in the spa treatment sequence
- appearance and management of contraindications and adverse effects
- pre-treatment and post-treatment requirements for recommended spa treatments
- anatomy and physiology of the skin and skin structures as they relate to spa treatments
- basic nutrition and relationship between nutrition and healthy skin, particularly foods which may:
    - have an effect on the skin
    - be contraindicated in combination with relevant skin conditions or products used in a spa treatment procedure.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying workplace policies and procedures and industry codes of practice in regard to customer

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service and advising on and selling spa services
- developing, maintaining and conveying service and product knowledge to customers
- applying detailed and specialised service and product knowledge to provide accurate advice that reflects client needs
- applying workplace policies and procedures in selecting and sequencing spa treatments.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- individual client workstations
- a range of professional spa treatments and services
- relevant text and online resources
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients seeking and experiencing spa treatments, including wet room and dry room therapies requiring the use of products, treatments and equipment from a professional spa range.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of spa tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:

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- identifying and recommending spa treatments and products according to client requirements
- developing a treatment plan
- sequencing spa treatments to meet client needs and make efficient use of staff and equipment

- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor
- third-party reports from experienced spa professionals in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBSPA501A Work in a spa therapies framework
- SIBBSPA503A Provide spa therapies
- SIBBSPA504A Provide stone therapy massage
- SIBBSPA505A Provide Indian head massage for relaxation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant information may include:	• previous treatments • physical attributes • lifestyle • time constraints • budgetary constraints.
Clients may include:	• new or regular clients with routine or special needs • female or male clients of varying ages • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Expectations and	• improved relaxation

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requirements may include:	• improved sense of wellbeing • improved skin condition • stress reduction.
Workplace spa therapies must include:	• wet room therapies • dry room therapies.
Spa treatments must include:	• steam • hydro tub • vichy shower or wet table or spa capsule.
Spa treatments may include:	• flotation • underwater massage • sauna • herbal therapy • body exfoliants • dry body brushing • hot oil wraps and massage • mud, clay and algae wraps.
Products may include:	• pre-blended aromatic plant oils • exfoliants • mud or clays • algae.
Contraindications may include:	• bacterial, viral or fungal infections • impetigo • scabies • boils and carbuncles • candidiasis • allergies • sunburn • biological changes, including premature ageing, anorexia, anaemia, pregnancy, and breastfeeding • lesions • skin trauma • pacemakers and metal implants • heart conditions • circulatory disorders • intoxication • conditions requiring consent from a medical practitioner.
Lifestyle may include:	• occupation • dietary and fluid intake • hobbies, interests and means of relaxation • exercise habits

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- smoking habits
- sleep patterns.

Special needs may include:

- mobility assistance
- cultural requirements.

Recommendations may include:

- types of treatments
- sequencing of treatments
- duration and intensity of treatments
- post-treatment advice.

Pre-treatment advice may include:

- abstaining from alcohol
- avoiding vigorous exercise.

Post-treatment advice may include:

- hydration
- thermoregulation.

Spa program plan may include:

- single or multiple treatments
- wet room treatments
- dry room treatments
- sequencing of treatments
- duration of treatments
- products
- equipment
- contraindications
- special needs
- post-treatment care.

Workplace policies and procedures may include:

- health and hygiene legislation and regulations
- methods of sequencing treatments
- privacy of client information
- environmental protection practices, such as:
  - water management and water hygiene procedures
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - water disposal
  - resource management
- occupational health and safety.

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Unit Sector(s)

Beauty

Competency Field

Spa Services

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SIBBSPA503A Provide spa therapies

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide wet room and dry room spa therapies.

In a spa environment, the beauty therapist may or may not have had contact with the client in the initial development of the spa program plan. The plan may relate to a single visit or may include a series of treatments over time. The therapist reviews and updates the initial treatment plan with the client as part of each treatment service.

Application of the Unit

Beauty therapists working in day spas, destination spas and other facilities offer a range of spa therapies that include hydrotherapy treatments in wet room environments and may also include treatments that are not water-based.

The unit applies to beauty therapists providing spa treatments and exercising judgement in planning, selecting and using appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Manage spa therapies.	1.1 ***Consult*** with client in a polite and friendly manner to review ***client's spa program plan***. 1.2 Identify and record any ***variations*** to spa program plan. 1.3 Confirm updated plan with client. 1.4 Obtain written consent from client. 1.5 Direct ***client preparation*** for treatment, ensuring client's modesty and privacy at all times. 1.6 Use energy, water and other resources efficiently during spa treatments to reduce negative environmental impacts. 1.7 Ensure that service culture and ***ambience of the spa environment*** are maintained at each stage of the program according to workplace standards.
2 Provide wet room therapies.	2.1 Follow workplace safety procedures for ***designated wet areas*** and wear recommended personal protective clothing for nominated services according to workplace practice. 2.2 Select ***hydrotherapy equipment*** according to the spa program plan and set at correct temperature, following workplace procedures and manufacturer instructions. 2.3 Check that client's understanding of the hydrotherapy process is clear. 2.4 Use agreed ***treatment products*** nominated in the spa program plan. 2.5 Check client's comfort and wellbeing at regular intervals during the treatment, according to workplace procedures. 2.6 Recognise ***adverse reactions*** that occur during the treatment and take ***necessary action***. 2.7 Ensure treatment is carried out according to workplace treatment time frames. 2.8 Assist client to safely vacate the hydrotherapy equipment at end of treatment, following workplace procedures and manufacturer instructions. 2.9 Confirm client satisfaction with the treatment and ensure client

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		spa program plan is up-to-date, easy to read and complete.
3	Provide dry room therapies.	3.1 Provide ***dry room treatments from the workplace range*** according to workplace procedures and manufacturer instructions. 3.2 Use agreed ***body wrapping materials and treatment products*** according to spa program plan. 3.3 Check that client's understanding of the treatment process is clear. 3.4 Prepare, apply and remove body wrapping materials and treatment products in accordance with manufacturer instructions. 3.5 Minimise waste and avoid soiling the surrounding area when using and applying body wrapping materials and treatment products. 3.6 Check client's comfort and wellbeing at regular intervals during the treatment, according to workplace procedures. 3.7 Recognise adverse reactions that occur during the treatment and take necessary action. 3.8 Ensure treatment is carried out according to workplace treatment time frames. 3.9 Confirm client satisfaction with the treatment and ensure client's spa program plan is up-to-date, easy to read and complete.
4	Follow post-treatment procedures.	4.1 Monitor the client in a relaxing environment according to workplace procedures. 4.2 Identify ***adverse effects*** and respond as required. 4.3 Apply ***post-treatment products*** as required. 4.4 Provide ***post-treatment care*** according to spa program plan, client needs and workplace procedures.
5	Advise on further treatments.	5.1 Evaluate the ***outcomes*** of the spa program and make recommendations for ***further treatments***. 5.2 Advise client of suitable ***home-care products*** and appropriate ***lifestyle changes***. 5.3 Explain and demonstrate product use as required. 5.4 Rebook client according to agreed spa program plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

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- interpersonal and communication skills to:
  - develop a rapport with clients when conveying service and product advice
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - explain the features, benefits and application processes of services and products from the workplace range
- technical skills to:
  - monitor client's comfort and wellbeing at regular intervals
  - safely use hydrotherapy equipment according to workplace procedures and manufacturer instructions
  - use body wrapping materials and products from the workplace range:
    - responding to contraindications and adverse effects
    - sequencing spa treatments to meet the needs of the client and make efficient use of staff and equipment
  - evaluate the outcomes of spa therapies, and recommend further treatments
- literacy skills to read, comprehend and update spa program plans, relevant workplace documents and product ingredient or treatment information
- numeracy skills to comprehend and achieve workplace treatment time frames.

Required knowledge

The following knowledge must be assessed as part of this unit:

- detailed knowledge of the features and benefits of wet and dry room therapies in the workplace range
- workplace policies and procedures in regard to selecting and sequencing spa treatments
- workplace procedures for minimising water usage
- ingredients in relevant spa treatment products, particularly in regard to their likely effects on the skin
- appearance and management of contraindications and adverse effects
- pre-treatment and post-treatment requirements for recommended spa treatments
- anatomy and physiology of the skin and skin structures as they relate to spa treatments
- basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin or which may be contraindicated in combination with relevant skin conditions or products used in a spa treatment procedure.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interacting with clients in a polite and friendly manner
- maintaining the ambience of the spa environment throughout the service
- performing the required wet room therapies according to the range statement and within workplace service time frames
- applying dry room treatments and products from the workplace range according to manufacturer instructions and within workplace service time frames
- recognising and managing contraindications and adverse effects
- recommending home-care products and future treatments to clients.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a spa services environment, which includes as a minimum:
  - shower and change facilities
  - wet treatment rooms
  - steam equipment
  - hydro tub
  - vichy shower or wet table or spa capsule (one unit)
  - dry treatment rooms
  - adjustable massage couches with safe working access for operator and equipment at head, foot and each side
  - electricity supply access to each spa treatment workstation
  - hot towel cabinet
- appropriate detergent, disinfectant and cleaning materials for cleaning and sanitising stones and work area
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions

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- manufacturer safety data sheets
- workplace policies and procedures manuals

- a range of clients seeking and experiencing spa treatments, including wet room and dry room therapies, requiring the use of products, treatments and equipment from a professional spa range.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner providing spa therapies over sufficient time to demonstrate handling of a range of contingencies, including:
  - confirming treatments and updating a spa program
  - performing the required wet room treatments according to the range statement and within workplace service time frames
  - applying dry room treatments and products from the workplace range
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the required skills and knowledge of this unit
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS401A Perform body massage
- SIBBSPA501A Work in a spa therapies framework
- SIBBSPA502A Plan spa programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Consultation may include:	• questioning • visual examination • review of client records.
Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Spa program plan may include:	• single or multiple treatments • sequencing of treatments • duration of treatments • products • equipment • contraindications • special needs • post-treatment care.
Variations may include:	• changes in client's physical condition • changes in client's requirements.
Client preparation may include:	• disrobing • showering.
Ambience of the spa environment may include:	• lighting and colours • relaxation background music or sounds • quiet areas and general noise management • perfumed oils or candles • decaffeinated and herbal refreshments • cool drinks • snack service.
Designated wet areas may include:	• individual wet treatment rooms • shared wet areas.
Hydrotherapy equipment must include:	• steam • hydro tub • vichy shower or wet table or spa capsule • hot towel cabinet.
Hydrotherapy equipment may include:	• flotation • underwater massage • sauna • spa pool • mineral or sea water pools.
Treatment products may	• milk products

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include:	• salt • oils • aromatherapy oils.
Adverse reactions may include:	• dizziness • nausea • skin irritation • headache.
Necessary action may include:	• adjusting treatment • discontinuing treatment • encouraging client to seek medical advice • informing relevant members of staff • facilitating first aid.
Dry room treatments from the workplace range may include:	• dry brushing or other methods of exfoliation • wraps • packs • massage • hot and cold rocks.

Body wrapping materials and treatment products may include:	• material, such as:
	  • fabric
	  • plastic wrap
	  • foil wrap
	• products, such as:
	  • exfoliants
	  • muds
	  • clays
	  • algae.

Adverse effects may include:	• erythema or inflammatory reaction to treatments or products • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products • reaction to changes in body temperature.
Post-treatment products may include:	• facial moisturisers • body lotions.
Post-treatment care may include:	• hydration • thermoregulation.
Outcomes may include:	• appearance of treatment area or areas • client's expressed sense of wellbeing • relaxation.
Further treatments may	• facial treatments

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include:	• body treatments • spa treatments.
Home-care products may include:	• skin care • body care • pre-blended aromatic oils • nutritional supplements.
Lifestyle changes may include:	• improved diet • sun protection • reduced alcohol or tobacco consumption • exercise • meditation.

Unit Sector(s)

Beauty

Competency field

Beauty

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SIBBSPA504A Provide stone therapy massage

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide stone therapy massage as part of a spa program.

Application of the Unit

Day spas, destination spas and beauty salons may offer stone therapy massage as a specialised treatment in conjunction with a full body massage.

Beauty therapists providing stone therapy massage exercise judgement in planning and selecting appropriate products, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

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a unit of competency.	further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult with client and plan the treatment.	1.1 ***Consult*** in a polite and friendly manner to determine ***client*** expectations while gaining trust and maintaining confidentiality. 1.2 Encourage client to ask questions and clarify points that may arise. 1.3 Explain ***stone therapy massage***, and ***treatment objectives*** and outcomes that would meet client's needs. 1.4 Identify and evaluate ***client's relevant medical history, contraindications***, physical condition and ***lifestyle.*** 1.5 Identify relevant contraindications, discuss with client and refer to ***appropriate professional*** where required. 1.6 Assess and discuss ***options and limitations*** for future treatments, according to client characteristics and contraindications. 1.7 Record, explain and confirm ***treatment plan*** with client.
2 Prepare for stone therapy massage.	2.1 ***Prepare client*** for treatment, ensuring client's modesty and privacy at all times. 2.2 Immerse hot stones in water in a temperature-adjustable stone heater placed for easy access during treatment. 2.3 Prepare bowl of iced water to lower stone temperature where required, and place for easy access during treatment.
3 Provide stone therapy massage.	3.1 Apply massage oil to selected body areas. 3.2 Select stones from heating unit and pass between hands, laying the warmed hands on client's skin to commence skin warming. 3.3 Place one stone to check client's temperature tolerance and lower stone temperature in iced water where required, before placing stones against client's skin. 3.4 Use hot stones to perform a gentle effleurage massage sequence on selected body areas according to the treatment plan. 3.5 Place hot and cold stones on selected body areas for defined periods, according to agreed treatment plan. 3.6 Check client's comfort and wellbeing at regular intervals during treatment, according to workplace procedures. 3.7 Recognise ***adverse reactions*** that occur during the treatment and take ***necessary action***. 3.8 Ensure treatment stages are carried out in line with expected treatment time frames. 3.9 Confirm client satisfaction with the treatment.
4 Follow post-treatment procedures.	4.1 Monitor client in a relaxing environment according to workplace procedures. 4.2 Identify ***adverse effects*** and respond as required.

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	4.3 Provide ***post-treatment care*** according to client needs and workplace procedures.
5 Advise on further treatments.	5.1 Evaluate ***outcomes*** of treatment and make recommendations for ***further treatments***.
	5.2 Advise client of suitable ***home-care products*** and appropriate ***lifestyle changes.***
	5.3 Explain and demonstrate home-care product use as required.
	5.4 Adjust client treatment plan.
	5.5 Rebook client according to the plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal and communication skills to:
  - develop rapport with clients when conveying service and product advice
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - explain the features, benefits and application processes of stone therapy
- technical skills to:
  - adjust temperature of stones to suit client needs and tolerance levels
  - monitor client's comfort and wellbeing at regular intervals
  - safely use hot stones and heating equipment according to workplace procedures and manufacturer instructions
  - sequence stone therapy massage treatments to meet client needs
  - respond to contraindications and adverse effects
  - clean, disinfect and maintain heating equipment and stones
- literacy skills to read, comprehend and update treatment plans, relevant workplace documents, equipment instructions, safety data and product ingredient or treatment information
- numeracy skills to comprehend and achieve workplace treatment time frames
- initiative and enterprise skills to evaluate outcomes of stone therapy massage and recommend further treatments.

Required knowledge

The following knowledge must be assessed as part of this unit:

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- history and benefits of stone therapy massage
- different materials used for hot and cold stones
- effects of heat and cold on blood flow to the muscles and other body tissue
- effects of cooling temperatures on the nervous system
- stone massage routines, including sequencing stone placement
- appearance and management of contraindications and adverse effects
- anatomy and physiology of the:
  - body and body structures as they relate to stone therapy massage
  - skin and skin structures as they relate to stone therapy massage.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interacting with clients in a polite and friendly manner
- planning treatments to meet client needs
- safely performing stone therapy massage according to the range statement and within workplace service time frames
- recognising and advising clients regarding the management of contraindications and adverse effects
- recommending and planning stone therapy treatments to meet client needs.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - shower and change facilities

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- individual dry treatment rooms
- adjustable massage couches with safe working access for operator and equipment at head, foot and each side
- electricity supply access to each stone treatment workstation
- thermostatically controlled stone heating unit
- full thermal stone set with a range of shapes and sizes for various body areas
- thermometer for checking stone temperature
- client gowns
- light sheets
- apprppriate supply of small and medium towels
- large bowl for chilled water

- appropriate detergent, disinfectant and cleaning materials for cleaning and sanitising stones and work area
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients seeking and experiencing stone therapy treatments, including wet room and dry room therapies requiring the use of products, treatments and equipment from a professional spa range.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner providing stone therapy massage over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting clients and planning treatments
  - performing stone therapy massage according to the range statement and within workplace service time frames
  - cleaning, disinfecting and maintaining stones

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and heating equipment
    - recommending home-care products and future treatments from the workplace range
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the required skills and knowledge of this unit
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor
- third-party reports from experienced beauty therapists in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS401A Perform body massage
- SIBBSPA501A Work in a spa therapies framework
- SIBBSPA502A Plan spa programs
- SIBBSPA503A Provide spa therapies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation may include:	• questioning • visual examination • reviewing client records.
Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Stone therapy massage must include:	• hot stones used to massage areas of the body • hot stones placed on areas of the body for defined times • cold stones placed on areas of the body for defined times

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	• a combination of hot and cold stones according to the treatment diagnosis.

Treatment objectives may include:	• general relaxation
	• maintaining a sense of wellbeing
	• therapeutic approach to conditions, such as:
	  • back pain and aches
	  • poor circulation
	  • osteoarthritis and related pain
	  • stress, anxiety and tension
	  • depression.

Client's relevant medical history must include:	• existing medical conditions • previous medical conditions • medications.

Contraindications may include:	• pregnancy:
	  • first trimester
	  • on or around the abdominal area during later stages of pregnancy
	• sunburn
	• skin trauma or open wounds
	• immediately post-surgery
	• immediately post-chemotherapy or radiation
	• abdominal hernia
	• postherpetic neuralgia (a complication of shingles)
	• areas of recent fractures
	• people prone to blood clots
	• heart conditions
	• low blood pressure
	• those found more frequently in:
	  • the elderly
	  • children
	• conditions requiring consent from a medical practitioner.

Lifestyle may include:	• occupation • dietary and fluid intake • hobbies, interests and means of relaxation • exercise habits • smoking habits • sleep patterns.
Appropriate professional may include:	• medical practitioner • complementary therapist.

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Options and limitations may include:	• alternative treatment recommendations • lifestyle recommendations • contraindications • medical conditions.

Treatment plan may include:	• lifestyle details
	• contraindications
	• relevant medical history and medications
	• outcomes of previous treatments
	• planned treatment:
	  • hot and cold stone selection
	  • stone massage routine
	  • sequencing of stone placement
	• product recommendations
	• recommendations for future treatments.

Preparation of client may include:	• disrobing • showering.
Adverse reactions may include:	• dizziness • nausea • skin irritation • headache.
Necessary action may include:	• adjusting treatment • discontinuing treatment • encouraging client to seek medical advice • informing relevant members of staff • facilitating first aid.
Adverse effects may include:	• erythema or inflammatory reaction to treatments or products • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products • reaction to changes in body temperature.
Post-treatment care may include:	• hydration • thermoregulation.
Outcomes may include:	• appearance of treatment area or areas • client's expressed sense of wellbeing • relaxation.
Further treatments may include:	• facial treatments • body treatments • spa treatments.
Home-care products may	• skin care

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include:	• body care • pre-blended aromatic oils • nutritional supplements.
Lifestyle changes may include:	• improved diet • sun protection • reduced alcohol or tobacco consumption • exercise • meditation.

Unit Sector(s)

Beauty

Competency field

Spa Services

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SIBBSPA505A Provide Indian head massage for relaxation

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide Indian head massage as part of a spa program.

Application of the Unit

Day spas, destination spas and beauty salons may offer Indian head massage as a specialised relaxation treatment.

Beauty therapists providing Indian head massage, operate with some level of autonomy or under limited supervision.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

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unit of competency.	further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult with client and plan the treatment.	1.1 ***Consult*** in a polite and friendly manner to determine ***client's*** expectations. 1.2 Encourage client to ask questions and clarify points that may arise. 1.3 Explain ***Indian head massage, treatment objectives*** and outcomes that would meet client needs. 1.4 Identify ***client's relevant medical history, contraindications***, physical condition and ***lifestyle***. 1.5 Identify relevant contraindications, and discuss with client and refer to an appropriate professional where required. 1.6 Record, explain and confirm ***treatment plan*** with client.
2 Prepare for Indian head massage.	2.1 Prepare work environment to meet hygiene and treatment requirements. 2.2 Ensure that ***environmental conditions*** are suitable for client and treatment. 2.3 Help client into a comfortable and relaxed seated position for the treatment. 2.4 Ensure own posture and position minimise fatigue and risk of injury to self and client. 2.5 Select appropriate ***massage medium***.
3 Provide Indian head massage.	3.1 Help client to maintain an upright, comfortable seated position and ensure client safety throughout the treatment. 3.2 Ensure client modesty and privacy at all times. 3.3 Apply ***massage techniques*** according to agreed treatment plan to meet intended outcomes. 3.4 Vary massage pressures and rhythms to meet client needs. 3.5 Ensure massage movements suit the ***parts of the body*** being treated. 3.6 Recognise ***adverse reactions*** that occur during massage treatment and take prompt remedial action. 3.7 Ensure treatment stages are carried out in line with expected treatment time frames. 3.8 Monitor client following treatment in a relaxing environment according to workplace procedures.
4 Review treatment and provide post-treatment advice.	4.1 Confirm client satisfaction with massage and seek feedback. 4.2 Offer ***future treatment advice*** and make accurate and constructive recommendations. 4.3 Advise client on ***recommended actions and home care*** as necessary.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal and communication skills to:
  - develop rapport with clients when conveying service and product advice
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - explain the features, benefits and application processes of Indian head massage
- technical skills to:
  - monitor client comfort and wellbeing at regular intervals
  - safely perform and sequence Indian head massage techniques to meet client needs
  - respond to contraindications and adverse effects
- literacy skills to read, comprehend and update treatment plans, relevant workplace documents and treatment information
- numeracy skills to comprehend and achieve workplace treatment time frames
- critical thinking skills to evaluate outcomes of Indian head massage and recommend further treatments.

Required knowledge

The following knowledge must be assessed as part of this unit:

- history, origins and traditions of Indian head massage
- basics of Ayurveda and Ayurvedic bodywork
- anatomy and physiology of the:
  - body and body structures as they relate to Indian head massage
  - skin and skin structures as they relate to Indian head massage
- classifications of massage techniques and the effects of massage on clients
- how to apply and adapt massage to meet client needs
- why effective client breathing is necessary before starting the treatment
- what constitutes a contra-action, for example:
  - tiredness
  - heightened emotional state
- course of action in the event of a contra-action occurring during treatment
- reasons for recording contra-actions

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- workplace service time frames for Indian head massage treatments
- post-treatment recommendations to clients, such as food and drink intake
- benefits of continuous treatments
- principles of body, mind and spiritual wellness
- properties and benefits of carrier oils used in Indian head massage treatments, such as sweet almond, sesame, coconut and olive
- how the operator's own breathing techniques can enhance the effectiveness of the treatment process by maintaining stamina and concentration
- principles and practice of Marma (pressure) point application
- principles and practices of the seven primary chakra areas in relation to Indian head massage treatment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interacting with clients in a polite and friendly manner
- planning treatments to meet client needs
- safely performing Indian head massage according to the range statement and within workplace service time frames
- recognising and managing contraindications and adverse effects
- providing treatment and post-treatment advice.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual treatment spaces

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- adjustable massage chair or couch with safe working access for operator and equipment
- appropriate supply of small towels
- massage medium

- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- range of clients seeking Indian head massage treatments.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner providing Indian head massage over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting clients and planning treatments
  - performing Indian head massage according to the range statement and within workplace service time frames
  - providing post-treatment advice
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the required skills and knowledge of this unit
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor
- third-party reports from experienced beauty therapists in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBSPA501A Work in a spa therapies framework
- SIBBSPA502A Plan spa programs
- SIBBSPA503A Provide spa therapies.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation may include:	• questioning • visual examination • reviewing client records.
Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Indian head massage must include:	• shoulders • arms • neck • scalp • face.

Treatment objectives may include:	• general feeling of wellbeing, calmness and relaxation for muscles
	• providing immediate relief of tension and fibrous adhesions, knots and nodules
	• providing relief from conditions, such as:
	  • tension headaches
	  • neck and shoulder stiffness
	  • stress and anxiety
	  • chronic depression
	• improved circulation and condition of the skin
	• nourished scalp, encouraging strong and healthy hair
	• improved joint mobility in the upper back and shoulders.

Client's relevant medical history must include:	• existing medical conditions • previous medical conditions • medications.
Contraindications may	• spondilytis and other severe bone inflammation • high temperature or fever

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include:

- acute infectious disease
- skin infections on the head, neck or shoulders
- recent haemorrhage
- recent head, shoulder or neck injury
- recent surgery
- severe circulatory disorder
- heart condition
- alcohol or drug abuse
- thrombosis or embolism
- very high or low blood pressure
- dysfunctions of the nervous system
- epilepsy
- diabetes
- recent scar tissue in the massage area
- severe bruising, open cuts or abrasions
- undiagnosed lumps, bumps or swellings
- severe allergies
- severe migraine or headaches
- scalp infections.

Lifestyle may include:

- occupation
- dietary and fluid intake
- hobbies, interests and means of relaxation
- exercise habits
- smoking habits
- sleep patterns.

Treatment plan may include:

- lifestyle details
- contraindications
- relevant medical history and medications
- outcomes of previous treatments
- massage routine
- product recommendations
- recommendations for future treatments.

Environmental conditions may include:

- lighting
- heating
- ventilation
- music.

Massage medium may include:

- carrier oils, such as:
  - sweet almond
  - sesame
  - coconut
  - olive.

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Massage techniques may include:	• petrissage • effleurage • tapotement • hacking • vibration • friction • Marma (pressure points).
Parts of the body may include:	• head • neck • shoulders • upper back • arms • hands • primary chakra areas.
Adverse reactions may include:	• dizziness • nausea • skin irritation • headache.
Future treatment advice may include:	• frequency of future treatments • other related treatments.

Recommended actions and home care may include:	• suitable rest period
	• food and drink intake
	• stimulants, such as:
	  • alcohol
	  • smoking
	• contra-actions
	• hair and scalp care.

Unit Sector(s)

Beauty

Competency Field

Spa Services

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SIBXCCS201A Conduct financial transactions

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to communicate with clients and operate a range of point-of-sale equipment to perform sales transactions and reconcile takings. The unit describes the function of performing cash handling procedures and financial transactions relating to services or retail product sales in a personal services environment.

Application of the Unit

This unit applies to a personal services environment that may include beauty salons, hairdressing salons, nail salons and spas. It applies to both beauty operators performing treatments who may also undertake reception duties and also to discrete reception area staff.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to demonstrate

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essential outcomes of a unit of competency.	achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Operate point-of-sale equipment.	1.1 Operate ***point-of-sale equipment*** according to design specifications. 1.2 Open and close point-of-sale terminal according to ***workplace policies and procedures***. 1.3 Clear point-of-sale terminal and transfer tender according to workplace policies and procedures. 1.4 Conduct ***cash handling*** according to workplace security procedures. 1.5 Maintain supplies of change and cash float in point-of-sale terminal according to workplace policies and procedures. 1.6 Attend to active point-of-sale terminals according to workplace policies and procedures. 1.7 Complete records of transaction errors according to workplace policies and procedures. 1.8 Maintain adequate supplies of dockets, vouchers and point-of-sale documents.
2 Perform point-of-sale transactions.	2.1 Complete ***point-of-sale transactions*** according to workplace policies and procedures and ***relevant legislation***. 2.2 Identify and apply workplace procedures in respect to cash and non-cash transactions. 2.3 Identify and apply workplace policies and procedures in regard to exchanges and returns. 2.4 Enter information into point-of-sale equipment. 2.5 Verbally state total price and amount of cash received to ***client***, and tender correct change.
3 Complete sales.	3.1 Complete relevant ***client documentation***. 3.2 Process sales transactions in a timely manner or direct clients to point-of-sale terminals according to workplace policies and procedures.
4 Remove takings from register or terminal.	4.1 Balance register or terminal at designated times according to workplace policies and procedures. 4.2 Separate cash float from takings prior to balancing, and secure according to workplace policies and procedures. 4.3 Supply change to register or terminal according to workplace policy. 4.4 Determine register or terminal reading or print out. 4.5 Remove and transport cash and non-cash documents according to workplace security policies and procedures.

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5	Reconcile takings.	5.1 Count cash and calculate non-cash documents. 5.2 Determine balance between register or terminal reading and sum of cash and non-cash transactions, and record takings.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to use point-of-sale equipment and apply procedures, including the following:
  - registers
  - calculators
  - EFTPOS
  - credit cards
  - electronic scanners
  - lay-by
  - credits and returns
  - customer refunds
- time-management skills to complete tasks in a set time frame
- verbal and non-verbal communication skills appropriate to a service environment
- numeracy skills to:
  - calculate a total price
  - count cash
  - balance point-of-sale terminal
  - tender correct change.

Required knowledge

The following knowledge must be assessed as part of this unit:

- cash handling procedures, including:
  - opening and closing point-of-sale terminal
  - clearing terminal and transferring tender
  - maintaining cash float
  - tendering change
  - counting cash
  - calculating non-cash documents
  - balancing point-of-sale terminal

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    - recording takings
    - securing cash and non-cash transactions
    - determining change required and denominations of change
- relevant health and hygiene regulations and requirements
- relevant legislative requirements, including consumer law and occupational health and safety regulations
- workplace policies and procedures in regard to client service and point-of-sale techniques.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant legislation, including consumer law
- operating point-of-sale equipment according to manufacturer instructions and workplace procedures
- applying workplace policies and procedures in regard to cash handling and point-of-sale transactions in a personal services environment
- using time effectively.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
    - a reception desk
    - telephone
    - a retail display area
    - a point-of-sale system, including credit card and EFTPOS
    - a computer with a salon software system
    - financial transactions dockets and slips

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- sample debit and credit card vouchers
- recording and tally sheets

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - workplace policy and procedure manuals in regard to conducting financial transactions
- a range of clients with different transaction requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - handling cash transactions with clients according to workplace security procedures
  - recording transaction errors according to policies and procedures
  - balancing register or terminal at designated times
  - counting cash
  - recording takings
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of workplace financial procedures
- completion of workplace documentation relevant to conducting financial transactions
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXCCS202A Provide service to clients
- SIRXCOM001A Communicate in the workplace.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Point-of-sale equipment may include:

- manual:
  - cash register
  - credit card equipment
- electronic:
  - terminal and screen
  - bar code scanner
  - EFTPOS equipment.

Workplace policies and procedures may include:

- operation of point-of-sale equipment
- cash handling security
- sales transactions
- staffing
- health and hygiene requirements.

Cash handling may include:

- opening and closing point-of-sale terminal
- clearing terminal and transferring tender
- maintaining cash float
- tendering change
- counting cash
- calculating non-cash documents
- balancing point-of-sale terminal
- ensuring security of cash and non-cash transactions
- recording takings.

Point-of-sale transactions may include:

- EFTPOS
- cheques
- credit cards
- smart cards
- lay-by
- credits and returns
- customer refunds
- gift vouchers.

Relevant legislation may include:

- consumer legislation
- privacy legislation
- GST regulations
- occupational health and safety legislation.

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Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds with varying physical and mental abilities.
Client documentation may include:	• order forms • gift vouchers • invoices • receipts.

Unit Sector(s)

Cross-Sector

Competency Field

Client Services

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SIBXCCS202A Provide service to clients

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver a complete customer service experience to clients in a personal services environment. It includes reception duties, scheduling client services, responding to client complaints, and identifying and responding to clients' special customer service needs.

Application of the Unit

This unit describes the function of performing a range of customer service tasks in personal services environments, such as beauty salons, hairdressing salons, nail salons and spas.

Communication regarding client service needs may be face-to-face or by telephone.

The unit applies to both beauty operators performing treatments who may also undertake reception duties, and also to reception area staff.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Receive clients.	1.1 ***Communicate*** with ***clients*** according to ***workplace policies and procedures.***
	1.2 Meet client customer service needs and reasonable requests or refer to a supervisor according to workplace policies.
	1.3 Source ***client records*** and establish new cards as required.
	1.4 Enter ***client information*** in ***record system*** according to workplace policies and procedures and ***relevant legislation and codes***.
	1.5 Direct client to designated area for specific beauty service.
2 Deliver customer service to clients.	2.1 Identify or anticipate possible ***contingencies*** and take action to maximise client satisfaction.
	2.2 Recognise and act upon opportunities to deliver ***additional levels of service*** beyond client's immediate request.
	2.3 Farewell clients according to ***workplace policies and procedures***.
	2.4 Use positive verbal and non-verbal communication to develop rapport and maintain contact with client during customer service delivery.
	2.5 Encourage repeat custom by ***promotion of appropriate services and products*** according to workplace policies and procedures.
	2.6 Process sales, returns and refunds according to workplace policies and procedures.
3 Schedule clients.	3.1 Schedule appointments according to the length of time required for services, availability of staff, and space and workplace policies and procedures.
	3.2 Confirm appointments with client and record details on ***appointment system***.
4 Respond to client complaints.	4.1 Establish ***nature of complaint*** by active listening and questioning and confirm with client.
	4.2 Implement ***complaint resolution procedures*** when required according to workplace procedures.
	4.3 Promptly refer unresolved complaints to supervisor.
	4.4 Take opportunities to turn incidents of client dissatisfaction into a demonstration of high quality customer service in line with

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		workplace policies and procedures.
		4.5 Complete workplace ***documentation*** regarding client dissatisfaction or complaint.
		4.6 Take follow-up action as necessary to ensure client satisfaction.
5	Identify clients' special customer service needs	5.1 Promptly identify clients with ***special needs*** or requirements by observation and questioning.
		5.2 Verbally and non-verbally convey a willingness to assist clients.
		5.3 Promptly service client needs, or refer or redirect as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- customer service skills to sell products and beauty services
- communication skills to receive and schedule clients, make appointments and resolve complaints, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - greeting and farewelling techniques
  - dealing with clients in a culturally appropriate manner
  - telephone techniques
- conflict-resolution skills, including techniques for dealing with difficult or abusive clients
- literacy skills to access, interpret and maintain client records
- numeracy skills to calculate service and appointment times.

Required knowledge

The following knowledge must be assessed as part of this unit:

- clients' special needs
- workplace policies and procedures in regard to personal presentation, record keeping, sales, returns and refunds, receiving and scheduling clients, and making appointments
- workplace features, including:
  - workplace product and service range
  - location of workplace areas and sections
  - function and use of workplace telephone and appointment system

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- messages taken in person or by telephone
- client record system
- written record of complaints.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying workplace policies and procedures and safe work practices in regard to the provision of service to clients
- effectively scheduling clients and making appointments
- providing a consistently welcoming client environment by treating clients in a courteous, professional manner using culturally appropriate greetings and farewells
- interpreting the nature of client complaints and taking appropriate action to resolve complaints
- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- using time effectively.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - reception desk
  - telephone
  - retail display area
  - computer with a salon software system
- relevant workplace documentation including:

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- manufacturer's equipment instructions
- product instructions
- workplace policy and procedure manuals, including customer service techniques, personal presentation, complaint handling and complaint resolution

- a range of clients with different service requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - making appointments for clients
  - providing advice on services for clients
  - identifying client special needs
  - responding to client complaints
- role play, written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - appointment planning
  - communication and problem solving
  - completion of workplace documentation relevant to the provision of service to clients
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS302A Advise on beauty services
- SIBXCCS201A Conduct financial transactions
- SIRXCOM001A Communicate in the workplace.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Communication must include:	• personal • telephone • verbal and non-verbal • culturally appropriate greetings and farewells.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds with varying physical and mental abilities.
Workplace policies and procedures may include:	• communicating with clients • customer service techniques • promoting products and services • handling complaints • personal presentation • record keeping • scheduling clients • sales and refunds • complaint resolution.
Client records may include:	• online data • paper-based cards.
Client information may include:	• type of treatments or services • special client needs or requirements • detailed treatment plans • products used • home-care products recommended and purchased • duration of treatment • date and time of treatment • charges and method of payment • name of staff providing treatment.
Record system may include:	• online data • hard copy records.
Relevant legislation and codes may include:	• consumer law • privacy law • occupational health and safety regulations • anti-discrimination legislation • industry codes of practice.
Contingencies may include:	• delays • unavailability of products

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	• dissatisfaction with a previous service or product.
Additional levels of service may include:	• extending the treatment period • offering complementary beauty treatments • offering home-care products • providing information on new products or services • offering hospitality.
Workplace policies and procedures may include:	• communicating with clients • customer service techniques • promoting products and services • handling complaints • personal presentation • record keeping • scheduling clients • complaint resolution.
Promotion of appropriate services and products may include:	• complimentary services, treatments and products • discounted services, treatments and products • special packages of services, treatments and products • seasonal offers of services, treatments and products • trial or sample products.
Appointment system may include:	• online data • paper-based appointment records.
Nature of complaint may include:	• price • quality of service • timeliness of service • range of services.
Complaint resolution procedures may include:	• referral to manager • provide a fuller explanation of product or treatment • refund of charges • repetition of beauty service • replacement of product.
Documentation may be:	• electronic • paper-based.
Special needs may include:	• contraindications to products or services • mobility or other disability assistance • language needs and cultural understandings • payment arrangements.

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Unit Sector(s)

Cross-Sector

Competency Field

Client Services

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SIBXFAS201A Design and apply make-up

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply suitable facial make-up to meet client requirements.

Application of the Unit

This unit describes the function of performing a make-up service. The make-up is designed in response to a facial analysis and client brief. It could be a regular service, product demonstration or make-up for a special occasion.

The unit applies to beauty operators in beauty salons, retail cosmetic outlets and a range of other locations. It involves known routines, methods and procedures where some level of discretion and judgement is required.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client.	1.1 Gown and prepare ***client*** for service according to ***workplace procedures***.
	1.2 Identify and explain ***contraindications*** to client and refer to an ***appropriate professional*** where required.
	1.3 Assess client's ***skin type and condition*** to determine appropriate product application techniques.
2 Cleanse face.	2.1 Identify suitable ***cleansing products*** for client's skin type and different areas of the face and neck.
	2.2 Thoroughly cleanse client's skin on face and neck area.
3 Analyse face and design make-up plan.	3.1 Assess the facial shape and area to determine correct product application.
	3.2 Identify and explain facial areas requiring corrective or camouflage make-up to the client.
	3.3 Identify and design a suitable image for a ***context or occasion***.
	3.4 Apply ***colour design principles*** according to client requirements.
	3.5 Design a ***make-up plan*** and confirm with client.
4 Select products and equipment.	4.1 Select suitable ***make-up products*** and confirm with client.
	4.2 Select ***tools and equipment*** according to manufacturer recommendations and make-up plan.
5 Apply make-up.	5.1 Apply products, tools and equipment safely and sequentially according to make-up plan and manufacturer recommendations.
	5.2 Explain procedures and products to client during each stage of the application.
	5.3 Evaluate make-up application against client expectation and agreed make-up plan.
6 Apply false eyelashes.	6.1 Perform and evaluate a patch test to determine ***adverse effects***, including reactions to products.
	6.2 Apply adhesive materials and false eyelashes safely and sequentially avoiding contact with the eye surface and according to manufacturer recommendations and workplace policies and procedures.
	6.3 Evaluate the result against client's expectations and the agreed treatment plan.
7 Advise on further product use.	7.1 Advise client of suitable skin care and make-up products and make-up techniques to maintain self-application and the desired image.
	7.2 Clearly explain products, tools and equipment and demonstrate

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application as required.

7.3 Explain possible contraindications and adverse effects to client.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - analyse client's face and requirements and design a make-up plan based on:
    - facial shape
    - colour analysis
    - skin types and conditions
    - facial areas requiring camouflage or correction
    - context for the make-up service
  - apply a range of cleansing and make-up products
  - apply false eyelashes
- literacy skills to:
  - read and interpret documents, such as manufacturer's product instructions, product safety data sheets and records of previous treatments
  - develop make-up plans and record service outcomes
- numeracy skills to manage product quantities and service times.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- infection control procedures and the application of universal precautions
- appearance of common skin types and conditions, including:
  - normal, dry, oily or combination
  - sensitive
  - pigmented
  - couperose
  - damaged
  - mature
- appearance of contraindications and adverse effects when applying false eyelashes

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- following in regard to make-up services:
  - facial shapes and their relationship to the elements and principles of design
  - effects of natural and artificial light on cosmetics
  - colour design principles
  - colour wheel
  - primary, secondary, complementary colours, and grey scale
  - tonal value, hue and shade
- cosmetic ingredients in relevant make-up products, particularly in regard to their likely effects on the skin
- effect of changes created by specific make-up products and colour application techniques
- workplace skin care and make-up product range
- effects and benefits of a defined range of workplace skin care and make-up products.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying standard infection control precautions
- recognising and managing contraindications and adverse effects
- analysing client's face and the context of service, and designing and recording a make-up plan, including:
  - facial areas requiring highlighting or shading
  - product application techniques
  - areas requiring corrective make-up
  - recognition of client image and occasion
  - colour design principles
  - application to natural and artificial lighting
- applying a variety of make-up products
- advising on relevant skin care and make-up products and demonstrating techniques of self-application to the client.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the

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assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstation
  - adjustable make-up chair
  - make-up lighting at each workstation
  - trolley
  - magnifying mirror
  - client gown
  - approppriate supply of small towels
  - disposable spatulas
  - tissues
  - a professional skin care and make-up range
  - a retail skin care and make-up range
- relevant workplace documentation, such as:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different make-up requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- evaluation of make-up plans prepared by the candidate to determine whether client requirements have been met and correct procedures and make-up products have been identified
- direct observation of the candidate applying make-up
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required

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skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXFAS202A Design and apply make-up for photography.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may be:

- from a variety of age groups
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Workplace procedures may include:

- health and hygiene
- workplace time frame allocated for service
- product range and manufacturer instructions
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency.

Contraindications may include:

- bacterial, viral or fungal infections
- acne
- impetigo
- scabies
- rashes
- boils and carbuncles
- sunburn
- candidiasis

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	• trauma • bruises • other visible non-normal skin.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Skin type and condition may include:	• normal, dry, oily or combination • sensitive • pigmented • couperose • damaged • mature.
Cleansing products may include:	• soaps • milks • creams.
Context or occasion may include:	• business or social • day or evening • special occasion.
Colour design principles may include:	• tonal values • colour wheel.
Make-up plan may include:	• client's facial shape • colour design • areas requiring correction or camouflage • highlighting and shading techniques • make-up products and equipment • product application procedures.
Make-up products may include:	• oil-based, water-based, solid or fluid with varying degrees of coverage and pigmentation • pre make-up products and stabilisers • concealers • liquid and solid foundation • powders • eye shadows • eyeliners • blushers • mascaras • false lashes • lipsticks • pencils.
Tools and equipment may include:	• brushes • sponges

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- applicators
- pallets
- lash curlers
- tweezers
- magnifying mirror
- containers and trays
- pencil sharpeners
- spatulas
- make-up box.

Unit Sector(s)

Cross-Sector

Competency Field

Facial Services

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SIBXFAS202A Design and apply make-up for photography

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply make-up for photographic shoots. The make-up artist must establish whether natural or artificial lighting is being used; if the planned photography is in colour, black and white, or both; and select and apply products that are appropriate to these in achieving the make-up design that will ensure optimum make-up photographic outcomes under these conditions.

Application of the Unit

Photographic make-ups are designed in response to a brief from an individual who will be photographed at a special event or from a stylist supporting an event or photo shoot. Depending on the nature of the job the operator may work alone or as part of a make-up design team.

The unit applies to beauty operators and freelance make-up artists and involves known routines, methods and procedures where some level of discretion and judgement is required.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client.	1.1 Prepare ***client*** for service. 1.2 Identify and explain ***contraindications*** to client and refer to an ***appropriate professional*** where required. 1.3 Assess client's ***skin type and condition*** to determine appropriate product application techniques.
2 Cleanse face and neck.	2.1 Identify suitable ***cleansing products*** for client's skin type and different areas of face and neck. 2.2 Thoroughly cleanse client's skin on face and neck area.
3 Analyse face.	3.1 Identify and note client's facial shape. 3.2 Identify, note and advise client, photographer or stylist regarding facial areas requiring corrective or camouflage make-up. 3.3 Assess facial areas requiring highlighting and shading and determine correct product application.
4 Analyse context.	4.1 Determine and confirm required ***context*** with client, photographer or stylist. 4.2 Identify colour physics and apply to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day. 4.3 Identify chemical reactions under given conditions for relevant products. 4.4 Identify an image for black and white and colour photography. 4.5 Identify digital photography ***product outcomes*** and their relationship to make-up design. 4.6 Identify ***lighting type***, position, reflectors and absorbers. 4.7 Identify ***print procedures***.
5 Apply make-up.	5.1 Develop ***make-up plan*** and confirm with client, photographer or stylist. 5.2 Select ***make-up products, tools and equipment***. 5.3 Apply make-up products, tools and equipment sequentially and according to make-up plan, manufacturer recommendations, ***relevant legislation and codes*** and ***workplace policies and***

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procedures.

5.4 Check that final effect meets client and production requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - analyse client's face and create and refine make-up design concepts
  - select make-up according to the film stock to be used
  - apply a range of cleansing and make-up products and techniques
- communication and teamwork skills to:
  - deal with clients tactfully and respectfully
  - consult with clients and other production personnel to ensure that creative and technical requirements are met
  - relate to people from diverse backgrounds
- literacy skills to:
  - prepare and update make-up plans
  - interpret workplace documentation
- numeracy skills to:
  - estimate quantity of products required
  - use time effectively in the provision of service.

Required knowledge

The following knowledge must be assessed as part of this unit:

- well-developed understanding of the interrelationship between face and body shapes and the elements and principles of make-up application
- well-developed understanding of:
  - effects of natural and artificial lighting on make-up appearance
  - colour design principles
  - colour wheel
  - primary, secondary, complementary colours, and grey scale
  - tonal value, hue and shade
- cosmetic ingredients in relevant make-up products, particularly in regard to:
  - their likely effects on the skin

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    - their appearance under different light sources and with digital photography
- techniques for determining the physical appearance of:
    - various skin types
    - normal skin
    - abnormal skin
    - minor skin blemishes
- effect of changes created by:
    - specific make-up products and colour application techniques
    - lighting and how make-up colours appear on the screen
- OHS requirements when applying make-up.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- developing make-up plans that demonstrate an ability to:
    - identify and deal with requirements of clients and colleagues
    - select appropriate products and application techniques
    - incorporate colour design principles into make-up designs
    - take production environment into account when designing make-up
    - meet production requirements
- applying occupational health and safety practices in regard to the provision of make-up services
- demonstrating correct make-up product application and removal techniques
- demonstrating a collaborative approach to work where required
- communicating effectively with clients, photographers and stylists in relation to make-up application.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the

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assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstation
  - adjustable make-up chair
  - make-up lighting at each workstation
  - trolley
  - magnifying mirror
  - client gown
  - apprppriate supply of small towels
  - disposable spatulas
  - tissues
  - professional skin care and make-up range
- relevant workplace documentation, such as:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different make-up requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- evaluation of make-up plans prepared by the candidate to determine whether client or production requirements have been met, and correct procedures and make-up products have been identified and applied
- observation of the candidate applying make-up in a production context
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for

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example:

- SIBXFAS201A Design and apply make-up.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- male or female clients.

Contraindications may include:

- bacterial, viral or fungal infections
- acne
- impetigo
- scabies
- rashes
- boils and carbuncles
- sunburn
- candidiasis
- trauma
- bruises
- other visible non-normal skin.

Appropriate professional may include:

- medical practitioner
- complementary therapist.

Skin types and conditions may include:

- normal, dry, oily or combination
- sensitive
- mature
- pigmented
- colour and tone.

Cleansing products may include:

- soaps
- milks
- creams.

Context may include:

- business or social
- day or evening
- wedding
- glamour

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- drama
- fashion
- commercial
- special occasion
- catwalk.

Product outcomes may include:

- black and white images
- colour images.

Lighting type may include:

- artificial
- natural.

Print procedures may include:

- types of print
- chromatics
- types of glass.

Make-up plan may include:

- areas requiring correction or camouflage
- colour design
- single appearance
- location
- dramatic considerations
- lighting
- camera angles and shots
- continuity issues
- face shape
- highlighting and shading techniques
- known allergies
- location, such as:
  - interior
  - exterior
  - studio
- make-up products and equipment
- product application procedures
- testing arrangements.

Make-up products may include:

- pre-make-up products and stabilisers
- blushers
- cleansers
- concealers
- eye shadows (matte/frosted)
- fixative
- foundation (liquid/solid)
- lipsticks and lip glosses
- mascaras (powder, liquid, wand or block)
- moisturisers
- pencils

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- powders
- pre make-up products and stabilisers
- protective gels and creams
- sunscreen
- toners.

Tools and equipment may include:

- airbrushes
- artificial lashes
- containers and trays
- cotton buds
- hairclips and bands
- lash curlers
- magnifying mirror
- make-up box
- make-up remover pads
- moist towelettes
- pallets or tiles
- pencil sharpeners
- powder puffs
- protective bibs and smocks
- spatulas
- sponges, brushes and applicators
- tissues
- towels
- tweezers.

Relevant legislation and codes may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety regulations
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene procedures in a cosmetic environment
- protective clothing and substances
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency.

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Unit Sector(s)

Cross-Sector

Competency Field

Facial Services

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SIBXPSM501A Lead teams in a personal services environment

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve a personal services team culture and practice. The unit describes the function of ensuring the values and objectives of the organisation are communicated to, and constructively implemented with, workplace team members to improve overall personal services standards.

Application of the Unit

This unit applies to the full range of personal services industry sector environments and may include single or multiple outlet businesses.

Personal services managers may also be small business owners, and are required to apply initiative and judgement, using a range of problem-solving and decision-making strategies.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Plan and organise the work of a personal services team	1.1 Develop and promote organisation's ***personal services*** values, goals, objectives and workplace procedures. 1.2 Establish and communicate service procedures that reflect the organisation's personal service values, goals, objectives and workplace culture. 1.3 Explain the role and importance of personal service within the organisation's strategic and business goals to the ***workplace team.*** 1.4 Promote the importance of each team member's ***role, responsibilities and accountabilities*** in delivering effective personal service. 1.5 Apply ***techniques to engage team members*** in planning and organising their personal services work. 1.6 Allocate work to ***utilise strengths and attributes*** of the individuals that make up the team. 1.7 Motivate team members to work together to raise their personal service performance.
2 Ensure delivery of quality personal service.	2.1 Give team members support and direction when they need help. 2.2 Encourage team members to work together to improve personal service. 2.3 Assist team members to overcome difficulty in meeting personal service standards, using leadership, supervision, coaching and mentoring. 2.4 Identify and provide ***information***, support and ***resources*** required by the team in order to provide quality customer service.
3 Review, adjust and improve personal service practice.	3.1 Develop and use ***strategies*** to monitor progress in achieving service targets. 3.2 Develop and use strategies to achieve and interpret client feedback and share information with team members. 3.3 Check that team members understand what action is required to improve their own approach to personal service and why that is important. 3.4 Identify where personal service could be improved through staff

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training and development.

3.5 Organise and monitor personal services team development and training activities.

3.6 Develop, procure and use resources effectively to provide quality personal services to clients.

3.7 Manage records, reports and recommendations within the organisation’s systems and processes.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication, coaching and mentoring skills to provide direction and support to team members
- literacy skills to:
  - develop and record organisational values, objectives and procedures
  - report on team performance
- resource planning skills to ensure adequate:
  - staff availability
  - products
  - workstations
  - equipment
  - technology
  - time
- contingency planning skills to predict factors that may affect resource availability
- problem-solving skills to address service breakdowns
- planning and organising skills to provide opportunities for staff to develop technical, team and service skills
- record-keeping skills to manage records, reports and recommendations in line with the organisation's systems and processes
- technology skills to use salon business software as a research, planning and evaluation tool.

Required knowledge

The following knowledge must be assessed as part of this unit:

- how to develop personal service goals, plans and objectives
- organisation's personal service goals, plans and objectives
- methods for building and maintaining a team oriented personal services

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environment, including:
  - supporting the team to develop mutual concern and camaraderie
  - affirming respect for individual behaviour and differences
  - applying techniques to resolve conflict within the team
  - facilitating team-building activities and behaviours
- methods for assessing the strengths and attributes of individuals, which may include:
  - discussion with the individual or the team to identify individual strengths or attributes
  - direct observation of team or individual performance
  - performance feedback from clients, colleagues or managers
  - assessment of performance against organisational personal service indicators
- techniques for coordinating teams to achieve personal service goals
- techniques for identifying which aspects of the personal service process affect client satisfaction.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- implementing plans, policies and procedures for delivering quality personal services
- implementing strategies to communicate with team members and facilitate improved personal services team delivery
- maintaining, monitoring and evaluating service delivery
- using strategies for solving team and system problems that lead to poor personal services delivery.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time, over a range and variety of complex tasks/projects and situations and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally

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expected in the workplace.

Assessment must ensure access to:

- appropriate documentation and resources normally used in the workplace, such as organisational policies and procedures, and relevant legislation
- appropriate text and online resources
- information regarding relevant business networks and experts
- a personal services workplace team.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated personal services environment, over sufficient time to demonstrate handling of a range of contingencies, including observing the person integrating and applying the skills and knowledge described in this unit in the workplace
- portfolio of evidence demonstrating the planning, implementation and evaluation of strategies designed to improve personal services levels, including the collection and analysis of customer feedback
- case studies related to specific personal services scenarios
- third-party reports from technical experts
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXPSM502A Manage treatment services and sales delivery.

Range Statement

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

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Personal services may include:	• interacting with individual clients according to workplace service procedures • providing beauty treatments or services to the satisfaction of individual clients • providing hairdressing treatments or services to the satisfaction of individual clients.
Workplace teams may include:	• staff providing treatments and services • reception staff • retail sales staff • managers • full-time and part-time members • males and females • people from a range of social, cultural and ethnic backgrounds.

Role, responsibilities and accountabilities may include:	• obligation to follow relevant workplace personal service procedures applying to:
	  • performing client welcome and departure procedures
	  • performing face-to-face service interactions
	  • handling complaints from clients
	  • technical or practical skills, such as providing treatments and services to clients
	  • providing hospitality to clients
	  • performing telephone interactions
	  • making appointments for treatments or services
	  • performing e-commerce or email interactions
	  • selling or promoting products or services
	  • introducing products or services
	  • providing information on the organisation's products or services
	  • processing payments or transactions
	  • accessing and maintaining a customer database
	• obligation to assist other team members in the delivery of personal service to clients.

Techniques to engage team members may include:	• team meetings • email, intranet and other communication devices.
Utilising strengths and	• delegating specific duties

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attributes may include:	• rostering team members to ensure a spread of competencies.
Information may include:	• product and service information • customer details • organisational personal service systems and procedures • techniques for interacting with clients • personnel contact details • changes or innovations in products, services or procedures.
Resources may include:	• staff • product range and levels • workstations • equipment • technology • time.
Strategies may include:	• feedback forms and other devices to enable feedback from clients • electronic feedback mechanisms using the intranet, internet and email • long-term or short-term plans for monitoring achievement and evaluating effectiveness • training and development activities.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Unit Sector(s)

Cross-Sector

Competency Field

Personal Services Management

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SIBXPSM502A Manage treatment services and sales delivery

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and improve the delivery of treatment services and associated sales in a personal services environment. It describes the function of managing optimum staff treatment performance, product sales, and managing product and equipment development.

Application of the Unit

This unit applies to personal services businesses, such as beauty salons, hairdressing salons, nail salons and spas.

Personal services managers may also be small business owners, and are required to apply initiative and judgement across a broad range of management functions.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Maintain and improve treatment services and sales delivery.	1.1 Communicate, implement and regularly review policies and procedures for treatment services and sales delivery. 1.2 Seek and use customer feedback to improve the provision of treatment services and sales delivery. 1.3 Plan and implement an adequate ***resource allocation*** for treatment service provision in line with salon policy. 1.4 Consult with and involve the workplace team in taking decisions to overcome problems and adjust treatment service provision.
2 Maintain and improve salon turnover and profit margin.	2.1 Set product and service pricing based on analysis of ***client age demographic, hourly expenses, seat or treatment area time and target profit margin***. 2.2 Set, monitor and regularly review team and individual staff member's services and retail sales ***target turnovers***. 2.3 Provide ***feedback*** to individual staff members on progress towards targets and general sales and treatment service performance. 2.4 Encourage staff members to take responsibility for meeting client requirements and increasing their average client bill. 2.5 Research and implement staff incentive and reward schemes to increase client re-booking as appropriate to the salon.
3 Manage contingencies.	3.1 Address and resolve ***treatment and service-related complaints*** that have been referred by staff according to salon policy. 3.2 Seek and use feedback on client satisfaction to improve future operations and services. 3.3 Monitor and evaluate corrective actions for effectiveness and use for future operational planning.
4 Coordinate staff training and support.	4.1 Negotiate staff product and treatment training with suppliers and educators to support the introduction of new equipment, products and services. 4.2 Recognise opportunities to increase the ***sales, safety*** and treatment service capabilities of members of the staff team and arrange relevant training. 4.3 Allocate a ***workplace mentor or supervisor*** to staff undertaking training to ensure on-the-job and off-the-job training and practice occur according to a predetermined training plan.
5 Provide a harmonious and productive working	5.1 Maintain sufficient supply of stock to support services and sales delivery and meet customer requirements. 5.2 Regulate access to and use of professional products that

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environment.	minimise waste and support organisation's environmental sustainability targets. 5.3 Maintain staff salaries and working conditions in line with current awards, legislation and salon policies. 5.4 Encourage team members to assist each another in achieving optimum service levels according to workplace procedures. 5.5 Establish, promote and maintain workplace programs for cleaning, storing and maintaining tools and equipment according to relevant legislative requirements and manufacturer specifications. 5.6 Replace or repair faulty equipment as soon as practicable and with minimum disruption to the work of the team. 5.7 Maintain ***complete and accurate records*** and provide access to authorised personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills that take into account the culture, background and abilities of suppliers, staff and clients, while demonstrating communication techniques, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
- literacy skills to:
  - research, analyse and interpret product and equipment information
  - prepare reports
  - document results
- numeracy skills to:
  - calculate fixed and variable costs
  - calculate team and individual target turnover
  - determine and monitor stock level requirements
  - interpret and maintain data
- record-keeping skills relating to:
  - product suppliers
  - stock
- technology skills to use salon business and marketing software as planning and

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evaluation tool
- contingency planning skills to:
  - service casual clients
  - evaluate corrective actions taken for effectiveness and apply to future service planning
- problem-solving skills to deal with unresolved treatment and service-related complaints that are referred on by team members
- planning and organising skills to:
  - train staff to:
    - enhance staff existing treatment and service capabilities
    - support the introduction of new equipment, products and services
  - keep records
  - plan resources to roster staff to service treatment booking
- technology skills to use salon business software for research, planning and evaluation.

Required knowledge

The following knowledge must be assessed as part of this unit:

- hourly expenses for the business
- seat or service area time and target profit margin as described in the range statement, in the context of the particular business
- range, availability and environmental impact of new products and services
- salon policies and procedures in regard to:
  - sales and service delivery
  - environmental sustainability
  - quality assurance and control
  - stock maintenance and control
  - pricing
  - rostering staff
- local health regulations
- legislative requirements relating to occupational health and safety.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in	Evidence of the following is essential: • maintaining, monitoring and evaluating service and

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this unit	sales delivery
	• communicating treatment service, and sales plans and targets, along with providing feedback on performance and outcomes to the team and individual members
	• proactively implementing strategies to improve service and sales delivery and outcomes
	• regularly and accurately maintaining records and interpreting data on service and sales delivery
	• negotiating and arranging the ongoing supply of professional and retail products and goods according to workplace policy
	• using systems for:
	  • maintaining, monitoring and evaluating the supply of stock
	  • monitoring and organising staff training and development.

Context of and specific resources for assessment	Assessment must ensure:
	• that competency is consistently demonstrated over a period of time, over a range and variety of complex tasks/projects and situations and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
	• that competency is demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace.
	
	Assessment must ensure access to:
	• multiple clients with a diverse range of beauty or hairdressing services requirements
	• information on professional and retail products and suppliers
	• appropriate text and online resources
	• electronic salon appointment, point-of-sale and client record system
	• relevant workplace documentation, including:
	  • awards
	  • health regulations
	  • occupational health and safety regulations
	  • training agreements
	  • workplace policies and procedures.
	
	For further guidance on the use of an appropriate simulated

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environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated salon environment, over sufficient time to demonstrate handling of a range of contingencies, including observing the person integrating and applying the skills and knowledge described in this unit in the workplace
- a portfolio of evidence demonstrating the planning, implementation and evaluation of workplace strategies designed to improve service and sales levels, including the collection and analysis of customer feedback
- case studies related to specific service and sales scenarios
- third-party reports from technical experts
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXPSM501A Lead teams in a personal services environment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Resource allocation may include:

- staff
- stock range and levels
- workstations
- equipment
- technology
- financial resources.

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Client age demographic may include:	• 18-25 • 25-35 • 35-45 • 45+.
Hourly expenses must include:	• variable expenses • fixed costs • hours that the business is open.
Seat or treatment area time and target profit margin must include:	• average time that a client occupies a seat or individual treatment area per hour in the service environment • the average seat or individual treatment area time required to cover hourly expenses and achieve an acceptable profit margin.
Target turnover may be measured:	• daily • weekly • monthly • according to individual salon policy.
Feedback may include:	• verbal feedback • written feedback • team turnover charts or graphs • access to online turnover statistics.
Treatment and service-related complaints may include:	• dissatisfaction with a service result • adverse treatment results • allergic reactions to product • damage to client apparel • dissatisfaction with waiting and/or service time duration • dissatisfaction with a retail product • cost-related complaints • dissatisfaction with an operator's treatment skills • dissatisfaction with an operator's attitude.
Sales may include:	• treatment services • retail sales.
Safety may include:	• operator safety • client safety • environmental safety practices.
Workplace mentor or supervisor may include:	• more experienced operator from the team • team or salon manager • salon owner/manager.
Complete and accurate records may include:	• electronic records • hard copy records.

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Unit Sector(s)

Cross-Sector

Competency Field

Personal Services Management

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SIBXPSM503A Promote a personal services business

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, to expand both the client base and business turnover.

The unit describes the function of regularly developing and integrating a full range of marketing strategies and tasks to expand and diversify the client base, maintain and improve client re-booking, and increase average client spending in a personal services environment. Ongoing monitoring and adjustment of marketing activities, along with evaluation of business performance, are also required to achieve ongoing business success.

Application of the Unit

This unit applies to the full range of personal services industry sector environments and may include single or multiple outlet businesses.

Personal services managers may also be small business owners, and are required to apply initiative and judgement across a broad range of management functions.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Develop marketing strategies.	1.1 Analyse the business and its key services and products to determine the focus of marketing activities that support business objectives. 1.2 Evaluate the ***customer demographic*** and ***target market*** for the business as a basis for marketing strategies. 1.3 Determine ***marketing*** objectives and ***strategies*** in consultation with ***relevant people*** and according to the business plan.
2 Determine a marketing mix for the business.	2.1 Balance volumes and pricing of service and product mix to optimise turnover and profit. 2.2 Evaluate costs and benefits of providing different ***services*** and ***product ranges*** and consider the results in determining the marketing mix of the business. 2.3 Determine the marketing mix according to market and business needs, ***legislation, codes and national standards relevant to the workplace.***
3 Implement marketing strategies.	3.1 Brief ***persons involved in the marketing effort*** on their roles and responsibilities to ensure the success of marketing strategies. 3.2 Plan and implement ***promotional activities*** according to marketing objectives and budgetary requirements.
4 Monitor and improve marketing performance.	4.1 Regularly monitor marketing activities and evaluate business performance against targets. 4.2 Analyse ***performance gaps*** and take corrective action or set new targets. 4.3 Encourage relevant people to propose ways to improve marketing performance. 4.4 Seek ***customer reaction*** to all aspects of the marketing mix, and analyse to improve targeting and outcomes. 4.5 Conduct ongoing research of customer requirements to identify opportunities for change and improvement. 4.6 Monitor changes in market opportunities and investigate new business opportunities that assist business development.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills that take into account the culture, background and abilities of suppliers, staff and clients, while demonstrating communication techniques, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
- literacy skills to:
  - research, analyse and interpret marketing information
  - prepare reports
  - document results
- numeracy skills to:
  - calculate fixed and variable costs
  - calculate team and individual target turnover
  - determine and monitor stock level costs and turnover
  - evaluate business turnover and profit
  - interpret and maintain data
  - set and manage budgets for marketing and promotion
- problem-solving skills to identify performance gaps and take corrective action
- technology skills to use salon business and marketing software as a research, planning and evaluation tool
- record-keeping skills to:
  - organise marketing research
  - track progress towards the achievement of marketing goals.

Required knowledge

The following knowledge must be assessed as part of this unit:

- current and desired business demographic
- target market for the business
- risks and benefits of the marketing strategies outlined in the range statement in the context of the particular business
- risks and benefits of the promotional activities outlined in the range statement in the context of the particular business
- range and availability of new products and services
- sources of product supply
- valid methods for measuring and evaluating customer reaction to marketing and promotional strategies in the context of the particular business.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- developing a mix of marketing and promotional strategies that complement the business
- implementing and regularly monitoring and adjusting the marketing and promotional strategies to optimise the chances of business success
- maintaining, monitoring and evaluating service and sales delivery
- regularly and accurately maintaining records and interpreting data on service and sales delivery
- applying research skills to investigate and evaluate market opportunities for the business.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- relevant salon business software
- appropriate text and online research resources
- information regarding relevant business networks and experts
- appropriate marketing and promotional documentation and resources normally used in personal services businesses, including sample organisational strategic and marketing plans
- simulated data and information records from relevant previous marketing research activities in personal services businesses
- direct marketing activity data

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- relevant industry codes of practice.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner undertaking the marketing and promotional tasks in for an actual or simulated personal services business, over sufficient time to demonstrate handling of a range of contingencies, including:
  - developing and integrating a full range of marketing strategies to expand and diversify the client base
  - maintaining and improving client re-booking
  - increasing average client spending
  - evaluating the outcomes of strategies
- portfolio of evidence demonstrating the planning, implementation and evaluation of marketing and promotional strategies designed to improve business turnover, including the analysis and evaluation of customer reactions
- case studies related to specific salon marketing and promotional scenarios
- third-party reports from technical experts
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBSMB404A Undertake business planning
- SIBXPSM502A Manage treatment services and sales delivery.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer demographic may

- residential and business location in relation to the

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include:	business
	• age group categories, including:
	  • 18-25
	  • 25-35
	  • 35-45
	  • 45+
	• gender
	• socioeconomic groups.

Target market may include:	• being confined to:
	  • a particular age demographic
	  • a particular socioeconomic group
	• growth in low performing age-group categories
	• retail consumers
	• services consumers
	• groups and/or individuals.

Marketing strategies may include:	• increasing the average client bill through staff incentives • incentives to attract new clients • off-peak promotion ideas • incentive schemes to encourage re-booking by clients • pricing, presentation and display of products and services • promotion and advertising • changing the service and professional product range, retail range and/or mix • pursuing cost leadership and/or product differentiation within a specialist market segment • creating a very different product line or service so that the business becomes a class leader in the industry.
Relevant people may include:	• owner/operator partners • financial backers • accountants or other specialist services • family members • team members • regulatory bodies • suppliers.
Services may include:	• full range of hairdressing services • areas of hairdressing service specialisation • full range of beauty services • areas of beauty service specialisation

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- complementary services available from the same business.

Product ranges may include:

- professional hairdressing products
- professional beauty products
- retail hair care products
- retail skin care products
- sundry hair or beauty care equipment
- other retail products stocked by the business.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- federal, state or territory, and local government legislative requirements affecting business operation, especially in regard to:
  - occupational health and safety and environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination legislation
- relevant industry codes of practice.

Persons involved in the marketing effort may include:

- team members
- partners
- advertising professionals
- promotions professionals
- graphic designers
- photographers
- printers
- product suppliers.

Promotional activities may include:

- website
- word of mouth, referrals and testimonials
- professional and industry journals
- advertising in newspapers, on radio or on television
- mail drops
- display posters
- telephone canvassing
- exhibitions and in-store promotions
- sponsorship
- development of networks and strategic alliances
- staff development programs to enhance customer service orientation
- staff incentives
- client incentives, including loyalty programs and

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	discounting.
Performance gaps may include:	• level of customer service provided by team or individual staff member is below required standard • average dollar value per client is below required level • individual staff member down-time • inefficient time management of treatment • under-achievement of turnover targets by some team members • profit margins being set too low • insufficient allocation of funds to marketing.
Customer reaction may be determined through:	• survey or other feedback mechanisms • informal discussion • customer meetings and focus groups • sales to contact ratio • trend analysis.

Unit Sector(s)

Cross-Sector

Competency Field

Personal Services Management

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SIBXRES501A Investigate new products and services

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to investigate, plan for and introduce new products and services. Personal services managers regularly investigate new products and services in order to change or enhance the business product or service range. They may be required to apply initiative and judgement, using a range of problem-solving and decision-making strategies.

Application of the Unit

This unit applies to the full range of personal services environments and may include single or multiple outlet businesses. Personal services managers may also be small business owners.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

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unit of competency.	further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Analyse market.	1.1 Identify workplace ***marketing and merchandising policies.***
	1.2 Informally monitor ***client requirements*** in order to evaluate ***market trends*** and client needs.
	1.3 Monitor workplace ***product and service range*** to identify the demand for individual items and seasonal variations.
	1.4 Identify ***opportunities to improve sales and services***.
	1.5 Research and identify potential ***new products and services***, and evaluate ***supplier claims***, and potential safety risks and benefits for clients.
	1.6 Identify ***market competition***.
2 Plan product and service range.	2.1 Assess the salon product and service range against ***workplace policies and procedures***, market analysis, sales performance, environmental impact and existing workplace skills and knowledge.
	2.2 Identify ***new techniques*** for sourcing service range based on research conducted.
	2.3 Identify workplace space requirements and optimum product or service mix according to the market analysis.
3 Maintain supplier relations.	3.1 Establish and maintain ***relationships with suppliers***.
	3.2 Identify new and existing suppliers and update them according to ***performance indicators*** and workplace requirements.
4 Negotiate supply of goods.	4.1 Negotiate and implement arrangements with suppliers according to workplace policies and procedures.
	4.2 Monitor stock and supplier ***records*** for accuracy and legibility and take appropriate required remedial action.
	4.3 Convey records of negotiations and agreements to ***appropriate personnel*** within designated time frames.
	4.4 Take immediate corrective action where potential or actual problems with supply are indicated.
	4.5 Analyse, evaluate and amend product range and ***source of supply*** according to management, staff and client feedback.
5 Monitor quality control.	5.1 Establish merchandise quality standards with suppliers according to ***legal requirements***, minimal environmental impacts, client requirements and workplace policies and procedures.
	5.2 Monitor ***merchandise quality*** during supply and delivery process.
	5.3 Record stock return figures and analyse against target figures.
6 Introduce product range.	6.1 Inform staff of new product ranges and services, and implement relevant staff training.
	6.2 Demonstrate, promote and display new products and services to

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		staff according to workplace merchandising plan.
7	Maximise profit.	7.1 Calculate or estimate individual product range contributions against budget targets. 7.2 Develop product range assessment checks and implement against budget targets. 7.3 Maximise profit margins in negotiation with suppliers. 7.4 Determine workplace pricing policies for services and products according to stated net profit margin in workplace merchandising plan. 7.5 Negotiate specifications for ***terms of trade***.
8	Rationalise stock.	8.1 Update product range at regular intervals. 8.2 Identify product lines to be deleted and take action to minimise adverse effects on profit. 8.3 Consolidate stock as required to maximise sales potential.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- analytical skills to investigate products and services, including:
  - evaluation and analysis of market trends and projections
  - evaluation of supplier product claims
  - evaluation and analysis of sales figures and investment levels
  - evaluation and analysis of space requirements
- problem-solving skills to negotiate with suppliers
- planning and organising skills relevant to staff training
- literacy skills to research, source, read, comprehend and apply relevant information to evaluate products and equipment relevant to the range of services that may be offered by the business
- numeracy skills to cost and plan expenditure on new products and equipment
- technical skills to safely use new products and equipment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- workplace policies and procedures in regard to merchandising and marketing
- legislation and statutory requirements, including consumer law, in regard to merchandising and marketing
- policies and procedures in relation to investigation of products and services,

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including:

- industry codes of practice
- market needs
- range of products and services available
- methods for substantiating claims of product and equipment performance
- legislative requirements for the safe application of new technologies
- current and future stock levels
- existing and possible new suppliers
- salon quality control procedures and requirements
- salon environmental control procedures and requirements
- staff product training policies
- profit requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying research skills to source, identify and evaluate new products, equipment and services, including:
  - product performance
  - organisational capability to use new technology
  - staff training costs
  - risks and benefits to clients
  - risks and benefits to the business
- applying workplace policies and procedures in regard to:
  - market analysis
  - environmental impact controls
  - planning
  - procurement and rationalisation of product and service ranges
- maintaining supplier relations, including:
  - negotiating supply of goods
  - rationalising stock
  - monitoring quality control
- communicating product range information to team members.

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Context of and specific resources for assessment

Assessment must ensure that:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real workplace situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- the internet
- appropriate text and online resources
- information on professional and retail products and suppliers
- information regarding new products and equipment from a professional services range
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different product and service requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - performing market analysis
  - negotiating supply of goods
  - rationalising stock
- research reports, case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of investigating new products and services, including:

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- market analysis
- product and equipment evaluation
- quality standards
- profit margins

- completion of workplace documentation relevant to investigating new products and services procedures
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXPSM502A Manage treatment services and sales delivery.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Marketing and merchandising policies may include:

- current market position
- target markets
- quality control policies and procedures
- pricing, labelling and packaging requirements
- net profit margin.

Client requirements may include:

- price
- quality
- range.

Market trends may include:

- popularity of new and emerging technologies
- popularity of products with minimal environmental impact
- increased demand for some products and services
- decline of some services.

Product and service range may include:

- new or existing stock
- new or existing services
- new techniques.

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Opportunities to improve sales and services may include:	• expansion of existing services • introduction of new services • increasing service capability through staff education and training • equipment upgrade • image update.

New products and services may include:	• new generation hair reduction equipment, including:
	  • intense pulsed light systems
	  • laser systems
	• skin care products and equipment
	• nail care products and equipment
	• massage services
	• relaxation services.

Supplier claims must include:	• substantiated ***research***, ***such as***:
	  • objective technical methods
	  • clinical testing
	  • sensory analysis by trained panels or by consumers
	  • consumer or market research
	  • published and peer reviewed outcomes.

Market competition may include:	• salons • day spas • private operators.
Workplace policies and procedures may include:	• pricing/profit margins • product placement • supplier payment • client service • market analysis • planning, procurement and rationalisation of product and service ranges • maintenance of supplier relations • quality control • environmental impact controls.
New techniques may include:	• new equipment • new products.
Relationships with suppliers may include:	• face-to-face contact • correspondence • telephone or electronic contact.
Performance indicators may include:	• price • quality

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	• performance • supply reliability • product range.
Records may include:	• hard copy • electronic.
Appropriate personnel may include:	• staff • salon/store owner.
Source of supply may include:	• local • interstate • overseas.
Legal requirements may include:	• consumer law • inclusion or exclusion of goods and services tax (GST).
Merchandise quality may depend on:	• damage • expiry date.
Terms of trade may include:	• special buys • payment terms • promotional deals with suppliers • partnership promotions.

Unit Sector(s)

Cross-Sector

Competency field

Client Services

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BSBDES202A Evaluate the nature of design in a specific industry context

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate the nature and role of design in a particular industry context. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Design occurs in all industries and increasingly, quality design is considered a key factor in building organisational and industry capacity and competitiveness. This unit applies to individuals working in any context, who need to develop a basic appreciation and knowledge of the way that design works in a particular industry, and of its potential impacts on industry and individual work practice.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Source information on design in a given industry context	1.1. Investigate the ***nature***, ***history***, ***role and importance of design*** in the industry 1.2. Evaluate the roles played by designers and ***other contributors*** in the design process 1.3. Source information on the ***impacts of technology*** on design in the industry
2. Examine links between design and own work	2.1. Investigate ***impacts of design on own work*** 2.2. Consider ***role of individual workers*** across the industry in affecting future design directions
3. Keep up to date with industry design trends	3.1. Identify and access ***opportunities to maintain currency of knowledge*** about industry design trends 3.2. Evaluate how design trends affect the overall industry and the way it operates 3.3. Share information and pro-actively discuss emerging trends with work colleagues 3.4. Identify trends that will impact on own work and

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ELEMENT	PERFORMANCE CRITERIA
	seek opportunities to develop appropriate skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to discuss design in a particular industry context with others • research and literacy skills to source and interpret a wide range of information sources on design in a particular industry context • self-management and learning skills to take responsibility for identifying and accessing professional development opportunities.
Required knowledge
• consumer/end-user expectations • current and emerging technologies and their effects on design in the industry • current and past designers of influence in the industry • current trends in use of design in a given industry context • different definitions of design, and the differences and similarities between design and product development • major design trends in the industry • role of design in a given industry context.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • sourcing and interpreting a range of information sources on design and applying concepts to own work situation

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EVIDENCE GUIDE	
	• knowledge of design in a specific industry context, and its impact on individual work practice.
Context of and specific resources for assessment	Assessment must ensure: • access to sources of information on design in a specific industry context.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral or written questioning to assess knowledge of the nature, history, role and importance of design in a specific industry context.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Nature, ***history***, ***role and importance of design*** may relate to:	• changing nature of consumer expectations • design and the role it plays in overall industry development, both locally and overseas • design as competitive edge for individual organisations • historical development of design in the industry • important design influences in the industry • links between design and legislation (e.g. specific requirements such as emission controls for vehicles, safety features of buildings, solar protection for clothing)

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RANGE STATEMENT	
Other contributors may be those involved in:	• marketing • operations • product development • production
Impacts of technology may include:	• changes in work structures • changing staff demographics • different relationships with other industries (e.g. information technology) • different staff requirements • location changes to accommodate different technologies
Impacts of design on own work may include potential changes to:	• cost structures and resulting work practices • equipment • materials • own roles and responsibilities • procedures • skill requirements
Role of individual workers may relate to:	• adapting processes for greater efficiency • developing design ideas based on operational knowledge and experience • pro-actively making suggestions about new ways of doing things • providing feedback on design concepts
Opportunities to maintain currency of knowledge may include:	• attendance at seminars or other professional development opportunities • conferences • exhibitions and trade shows • formal training • industry associations or organisations • industry social functions • master classes • media (including internet) • reference manuals • unions or employer bodies

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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BSBDES301A Explore the use of colour

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore the use of colour and to apply colour theory. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to any individual whose work involves the effective use of colour, and who needs to understand the basics about the way colours work. Artists, designers, photographers, lighting technicians, digital media specialists and visual merchandisers are just a few examples of people who need these skills.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Source information on colour and colour theory	1.1. Identify and access ***sources of information on colour and colour theory*** 1.2. Evaluate and collate information to build a knowledge of colour and its application in different contexts
2. Experiment with colour	2.1. Test different colours and colour combinations through ***experimentation*** 2.2. Use own ideas as a way of testing, challenging or confirming colour theory 2.3. Ensure safe use of ***materials***, ***tools and equipment*** during experimentation with colour
3. Communicate concepts and ideas through use of colour	3.1. Investigate how colour might be used to communicate a particular ***idea or concept*** 3.2. Select materials, tools and equipment relevant to the idea or concept 3.3. Apply colour in a way that communicates the concept or idea based on own knowledge of colour and colour theory 3.4. Review and reflect on own use of colour and what it communicates 3.5. Seek and obtain feedback from others about the way colour has been used and its success in communicating the concept or idea

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ELEMENT	PERFORMANCE CRITERIA
	3.6. Present and store work any ***samples*** in a way which takes account of the need for professional presentation and potential relevance for future work

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to read and interpret information about colour and colour theory • numeracy skills to calculate quantities and proportions of different colours • visual literacy skills to make judgements about the way that different colours work together and in conjunction with other elements.
Required knowledge
• colour attributes and colour relationships • different colour theories and their applications to different contexts • emotional, cultural and situational aspects of colour • individual interpretation and choice in relation to the use of colour, and the potential limitations of theory • materials, tools and equipment required to experiment with colour in relevant contexts • ways in which other practitioners use colour in their work.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • effective use of colour to communicate a concept or idea

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EVIDENCE GUIDE	
	• knowledge of colour theory, the effects of colour and its potential use in different contexts.
Context of and specific resources for assessment	Assessment must ensure: • access to materials, resources and equipment needed to apply colour in the relevant work context.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of colour samples produced by the candidate to communicate a concept or idea • oral or written questioning to assess knowledge of colour theory and use of colour by different practitioners.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Sources of information on colour and colour theory may include:	• anecdotal sources, personal observation • art and design work • books and magazines • characteristics of materials, for example paints, pigments • scientific texts • web-based resources
Experimentation may involve playing with:	• application of light, for example in a theatrical context

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RANGE STATEMENT	
	• colour attributes in hue, chroma, value • colour grading • colour models (emotional, physical and psychological effects of colour) • colour scales • colour schemes • effective colour relationships, for example harmonies and discords
Materials, ***tools and equipment*** may include:	• air brushes • brushes • cardboard • digital equipment • fabrics/textiles/plastics • glue • gouache, watercolour, acrylic • hand tools • light sources/equipment • lighting gels • measuring tools • pastels, colour pencils, crayons • range of papers • receptacles • rulers • software • sponges • spray gun
Idea or concept to be communicated may relate to a huge range of activities such as:	• advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • jewellery design • lighting designs • object or product design • sign making • theatrical props, sets or scenic art
Samples may be:	• colour wheels • colour swatches • constructed

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RANGE STATEMENT	
	• digital output • drawn, painted, printed • photographs • sample boards • transitory, for example natural and artificial lighting effects

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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BSBFRA401B Manage compliance with franchisee obligations and legislative requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to comply with obligations set out in the franchising agreement and with relevant legislative requirements specific to the type of franchise. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisees who require a broad knowledge of franchisee obligations and legislative requirements and who use this knowledge to develop compliance strategies. Franchisors will have their needs met in this area by BSBFRA501B Establish a franchise operation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine franchisee obligations and legislative requirements	1.1. Identify ***obligations under franchising agreement*** 1.2. Identify relevant ***legislative requirements*** 1.3. Access codes of practice and material that interprets and explains obligations and legislative requirements 1.4. Clarify obligations and legislative requirements with franchisor and relevant ***government*** and licensing agencies
2. Develop strategies for compliance with franchisee obligations and legislative requirements	2.1. Analyse available information on obligations and legislative requirements to develop ***strategies*** for compliance 2.2. Check strategies with franchisor to determine suitability to operate franchise within obligations and legislative requirements 2.3. Use strategies to develop regular, cyclical ***compliance checks*** 2.4. Complete ***training*** to facilitate compliance requirements
3. Undertake scheduled compliance checks	3.1. Communicate compliance requirements to staff 3.2. Delegate compliance checks to relevant staff and provide training and support for staff to carry out these checks 3.3. Record timing and outcomes of compliance checks according to organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Identify instances of non-compliance from compliance checks
4. Act on identified instances of non compliance with franchisee obligations and legislative requirements	4.1. Determine courses of action to address instances of non-compliance 4.2. Seek assistance of franchisor or other relevant parties to address non-compliance 4.3. Take action to address non-compliance 4.4. Make checks to ensure non-compliance has been addressed 4.5. Monitor compliance in a specific area to ensure continuing compliance 4.6. Analyse reasons for non-compliance to guide future compliance

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to establish franchisee obligations
- problem-solving skills to address non-compliance
- research skills to access necessary information.

Required knowledge

- occupational health and safety (OHS) requirements:
  - specific to nature and type of franchise
  - generic to all workplaces
- other relevant legislation, codes of practice and national standards, for example:
  - legislation covering fire safety, employment of staff and anti-discrimination, dangerous goods, liquor licensing, food safety
  - Franchising Code of Conduct
- franchise specific obligations:
  - as per franchise agreement
  - as per updates and amendments to agreement over time
- auditing requirements

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REQUIRED SKILLS AND KNOWLEDGE
• penalties for non-compliance and context for franchisee obligations and legislative requirements.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • schedule of checks being undertaken associated with a broad statement of strategies to ensure compliance • compliance check schedule and examples of checks made • documented actions to address instances of non-compliance • demonstrated support to staff to assist with compliance • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of real franchisee agreements and related documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of action taken to address non-compliance • oral or written questioning to assess knowledge of franchisee arrangements • evaluation of strategies developed for compliance

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EVIDENCE GUIDE	
	• review of documentation recording timing and outcomes of compliance checks.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Obligations under franchising agreement may include:	• area of operations or limits to region or territory • fees and pricing structures • fees paid to franchisor • financial controls • franchise corporate image requirements and branding • limits on trading of other products and services that are outside franchise operations • merchandising requirements • quality assurance requirements • reporting of income, sales or turnover • stock control and inventory requirements, and reporting of this information
Legislative requirements may include:	• Australian Taxation Office requirements, including requirements to register as a business and obtain an (Australian Business Number) ABN • Dangerous Goods Act requirements • fire regulations • food safety requirements • Liquor Licensing Act requirements • local government planning and land use zoning regulations

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RANGE STATEMENT	
	• OHS requirements • other legislative requirements specific to the nature and type of franchise • relevant permits, licences and completion of training programs such as in safe food handling • requirements under employment legislation
Government may include:	• commonwealth • local government • state/territory
Strategies may be:	• broad statements of requirements for compliance • used to develop specific work procedures and compliance checks
Compliance checks may be:	• continuous, daily, weekly, monthly as required to ensure compliance • logged in specific logbook or checked against checklists and filed as required • undertaken by franchisee or staff delegated with specific tasks
Training may include:	• a cyclical schedule (such as yearly refresher courses and product knowledge workshops) • legislative requirements such as first aid, OHS, food handling • specifications in the initial franchise agreement

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

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Co-requisite units

Co-requisite units		

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BSBFRA402B Establish a franchise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish a franchise from the initial research phase through to finalising a franchising agreement with the franchisor and opening the franchise for business. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

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

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify opportunities for establishing a franchise	1.1. Research and identify franchising opportunities 1.2. Determine own interests and skills to assess suitability for identified opportunities 1.3. Determine ***requirements for establishing a specific franchise*** 1.4. Research and check viability and business record of franchisor in prospective franchise 1.5. Enter into ***negotiations*** with a franchisor to establish a franchise
2. Complete business plan	2.1. Access business plan proforma, as appropriate 2.2. Consult franchisor and ***others*** in process of developing business planning documents 2.3. Research and determine ***financing options*** 2.4. Finalise financial planning for franchise 2.5. Undertake market analysis for franchise opportunity and complete marketing plan 2.6. Research and determine needs for premises in appropriate area 2.7. Compile relevant information into business plan
3. Identify and address learning needs	3.1. Determine required skills and knowledge to manage a franchise, and identify gaps for self and others 3.2. Seek assistance to assess and address learning needs

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ELEMENT	PERFORMANCE CRITERIA
	and document these in the form of a learning plan 3.3. Determine training required by franchisor of a franchisee 3.4. Undertake learning plan and required training programs
4. Finalise agreements	4.1. Complete finance agreements 4.2. Access legal advice as required 4.3. Finalise and sign off franchising agreement 4.4. Obtain required ***permits*** for franchise operation 4.5. Finalise ***contracts and agreements*** with ***third parties***
5. Prepare for opening of franchise	5.1. Obtain physical and human resources required to manage franchise 5.2. Undertake marketing activities associated with opening the franchise 5.3. Open the franchise for business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • research and analysis skills to conduct and plan market research • planning skills to meet learning needs • problem-solving skills to address issues which may arise during franchise establishment.
Required knowledge

• occupational health and safety (OHS) requirements:
  • specific to nature and type of franchise
  • generic to all workplaces
  • specific to own safety such as manual handling
• legislation, codes of practice and national standards, for example:
  • Franchising Code of Conduct
  • legislation covering fire safety, OHS, employment of staff, company law,

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REQUIRED SKILLS AND KNOWLEDGE
anti-discrimination and fair trading • required permits (under commonwealth, state/territory and local government regulations and legislation) • franchisee specific obligations as per franchise agreement.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • determining own suitability for the franchise • completing a business plan • identifying and planing learning needs • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources • access to examples of real franchisee agreements and related documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of business plan • analysis of responses to case studies and scenarios • evaluation of documented learning plan • observation of presentations on financing options • oral or written questioning to assess knowledge of franchisee arrangements

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EVIDENCE GUIDE	
	• observation of performance in role plays.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Requirements for establishing a specific franchise may include:	• availability of finance • availability of franchise opportunity • franchisor specific requirements • own skills and knowledge
Negotiations may include:	• fee structure for franchise operation • financing options • franchisee obligations • franchisor requirements and expectations • reasonable adjustments to workplace, equipment or processes to facilitate operation of the franchise • site selection for franchise
Others may include:	• accountant • family members • franchisor staff • legal advisor • other franchisees already operating franchises • own network • personal research
Financing options may include:	• arrangements with franchisor or third party interest • loan from family members • loan from financial institution • mortgage of existing property or sale of assets

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RANGE STATEMENT	
Permits may include:	• dangerous goods • fire safety and OHS • local government permits • other commonwealth, state/territory legislation • specific business operations such as liquor licence
Contracts and agreements may include:	• lease or purchase of premises • motor vehicles • industry specific tools, plant and equipment • IT and office equipment
Third parties may include:	• property owner of site separate to franchisor • silent partners or commercial backers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

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BSBFRA403B Manage relationship with franchisor

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the business relationship with the franchisor and oneself as the franchisee. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisees who need to develop good working relationships with their franchisor within the Franchising Code of Conduct. BSBFRA504B Manage relationships with franchisees, is the relevant unit for franchisors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish relationship with franchisor	1.1. Identify the ***franchisor's representative/s or liaison person/s*** 1.2. Identify ***communication channels*** with the franchisor's representative/s or liaison person/s 1.3. Establish ***schedule of contact*** with the franchisor's representative/s or liaison person/ 1.4. Hold initial meeting with the franchisor's representative/s or liaison person/s to initiate ongoing relationship 1.5. Ensure participation in the franchisee advisory council meetings and relevant activities
2. Determine services available from franchisor	2.1. Consult with the franchisor's representative/s or liaison person/s to determine the range of ***services available through the franchisor*** 2.2. Establish schedule for accessing services of the franchisor 2.3. Access services available through the franchisor according to schedule and as needs arise in the course of business operations 2.4. Maintain currency of information relating to services available through the franchisor
3. Implement strategies for meeting	3.1. Identify ***franchisee financial obligations*** to the franchisor

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ELEMENT	PERFORMANCE CRITERIA
franchisor financial obligations	3.2. Develop and implement strategies and procedures to meet franchisee financial obligations 3.3. Undertaken planning to facilitate ***ongoing management of franchise***
4. Resolve disputes with franchisor	4.1. Identify disputes with the franchisor and enter into negotiations with the franchisor's representative/s or liaison person/s in line with complaints handling procedure as described in the Franchising Code of Conduct 4.2. Seek assistance of third parties or mediators to facilitate resolution of disputes arising with the franchisor and in line with the complaints handling procedure 4.3. Resolve disputes and document courses of agreed action 4.4. Implement agreed courses of action to resolve disputes 4.5. Use lessons learned from disputes to guide future business operations and to facilitate positive relationships with the franchisor

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- communication and negotiation skills to resolve disputes
- problem-solving skills to address disputes arising in the course of business operations.

Required knowledge

- occupational health and safety (OHS) requirements:
  - specific to nature and type of franchise
  - generic to all workplaces
  - specific to own safety such as manual handling
- legislation, codes of practice and national standards, for example:

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REQUIRED SKILLS AND KNOWLEDGE
• Franchising Code of Conduct • legislation covering fire safety, OHS, employment of staff, company law, anti-discrimination and fair trading • required permits (under commonwealth, state/territory and local government regulations and legislation) • franchise specific obligations as per franchise agreement, specifically financial obligations.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementing processes to manage the relationship between franchisor and self • identifying and resolving disputes • financial planning to meet franchisor requirements • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to business documentation • access to feedback from franchisor • access to an actual workplace or simulated environment • access to equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of strategies and procedures implemented to meet franchisee financial obligations

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EVIDENCE GUIDE	
	• analysis of responses to case studies and scenarios • observation of presentations • oral or written questioning to assess knowledge of franchising arrangements • review of documented courses of agreed action taken to resolve disputes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Franchisor's representative*/*s or liaison person*/*s may include:	• franchisor's appointed representative • specialist personnel within franchisor organisation including financial advisers, training personnel and marketing advisers
Communication channels may include:	• email address • meeting schedules • mobile and office based telephone numbers • other emergency contact channels • pager number • workshops for franchisees
Schedule of contact may include:	• occasional visits • regular meetings • training schedules and franchisee network meetings • visits by representative/s
Services available through the franchisor may include:	• equipment repair and replacement • financial advise • IT support • market intelligence • marketing and promotional activities

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RANGE STATEMENT	
	• product updates • purchasing of stock • training programs
Franchisee financial obligations may include:	• payment schedules • fixed price • percentage of turnover • percentage of income
Ongoing management of franchise may include:	• planning for life of agreement • planning for extinction of agreement

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

Co-requisite units

Co-requisite units		

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BSBFRA404B Manage a multiple site franchise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage a multiple site franchise. A multiple site franchise refers to an agreement between a franchisor and a franchisee for the operation of the franchise across more than one site or region. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to franchisees operating under formal franchising agreements over multiple sites. The unit BSBFRA502B Manage a franchise operation applies to franchisors managing multiple franchisees.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for managing multiple site franchise	1.1. Determine strategies for managing multiple site franchise operations in consultation with the franchisor and within the franchisor's multiple site policy 1.2. Document policies and procedures to support strategies for managing a multiple site franchise 1.3. Determine and obtain ***physical resources*** to manage a multiple site franchise 1.4. Determine and document ***practices*** to manage a multiple site franchise 1.5. Design duplicate management systems for each site of operation under a multiple site operation
2. Appoint staff for multiple site franchise	2.1. Select and recruit staff for a multiple site franchise 2.2. Determine and communicate to all ***relevant parties***, responsibilities and roles of supervisor or manager of site 2.3. Determine, document as an action plan and implement learning needs of supervisors or managers
3. Implement plan for managing multiple site franchise	3.1. Communicate and clarify policies, procedures and practices to manage a multiple site franchise with supervisors or managers 3.2. Develop a monitoring plan for management of a multiple site franchise

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Delegate tasks to supervisors or managers and follow-up to ensure completion 3.4. Develop networks with other franchisees and multiple site operators to inform best practice for multiple site operation 3.5. Develop a review process for evaluating effectiveness and efficiency of management of a multiple site franchise 3.6. Design and implement ***schedule of activities*** to manage a multiple site franchise
4. Monitor multiple site franchise	4.1. Monitor and implement plan for managing a multiple site franchise 4.2. Seek feedback from franchisor on effectiveness and efficiency of management of a multiple site franchise 4.3. Identify and act upon required ***interventions*** from monitoring process 4.4. Provide feedback to managers or supervisors to guide efficient and effective management of franchise sites 4.5. Identify ongoing training needs for managers or supervisors and facilitate required training
5. Review management of multiple site franchise	5.1. Implement review process for evaluating effectiveness and efficiency of management of a multiple site franchise 5.2. Seek feedback and information from franchiser to inform review process 5.3. Identify improvements in management of sites from review process 5.4. Identify, communicate and implement improvements to managers or supervisors 5.5. Monitor effectiveness of improvements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication skills to relate to people from diverse

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REQUIRED SKILLS AND KNOWLEDGE
backgrounds and people with diverse abilities • communication and negotiation skills to resolve disputes • problem-solving skills to address disputes arising in the course of business operations • planning skills to manage multiple sites.
Required knowledge

• occupational health and safety (OHS) requirements:
  • specific to nature and type of franchise
  • generic to all workplaces
  • specific to own safety such as manual handling
• legislation, codes of practice and national standards, for example:
  • Franchising Code of Conduct
  • legislation covering fire safety, OHS, employment of staff, company law, anti-discrimination and fair trading
  • required permits (under commonwealth, state/territory and local government regulations and legislation)
• franchise specific obligations as per franchise agreement.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implementing and reviewing strategy for all sites • documenting and monitoring plans for all sites • documenting interventions for all sites • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to business documentation • access to feedback from franchisor and managers or supervisors

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EVIDENCE GUIDE	
	• access to an actual workplace or simulated environment • access to office equipment and resources.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • analysis of responses to case studies and scenarios • oral or written questioning to assess knowledge of franchising arrangements • review of documentation outlining practices used to manage a multiple site franchise • evaluation of documented training needs for managers or supervisors.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Physical resources may include:	• access to email • courier systems • other physical resources that facilitate communication between sites and central operations unit • phone, fax and other electronic communication equipment
Practices may include:	• meeting schedules • programmed visits • regular reporting via paper

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RANGE STATEMENT	
	• using electronic bulletin boards and other means of communication for reporting purposes • workshops, product knowledge seminars, conferences and professional development programs
Relevant parties may include:	• employed staff • franchisor representatives • managers or supervisors
Schedule of activities may include:	• business activity • human resource information • problems arising during course of business operations • quality assurance issues, and test sampling and results • regular and cyclical reporting • stock levels and inventory control • training activity • turnover, income or expenses and other financial information
Interventions may include:	• discipline of managers or supervisors • increased physical and human resources • information provided • seeking support from franchisor and accessing services available through franchisor • temporary assistance • training

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Franchising

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Co-requisite units

Co-requisite units		

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BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together. At this level work will normally be carried out within complex and diverse methods and procedures, which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Create learning opportunities	1.1. Identify potential formal and informal ***learning opportunities*** 1.2. Identify ***learning needs*** of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities 1.3. Develop and implement ***learning plans*** as an integral part of individual and team performance plans 1.4. Develop strategies to ensure that learning plans reflect the ***diversity of needs*** 1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6. Ensure effective liaison occurs with ***training and development specialists*** and contributes to learning opportunities which enhance individual, team and organisational performance

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ELEMENT	PERFORMANCE CRITERIA
2. Facilitate and promote learning	2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to ***encourage a learning culture*** within the team 2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs 2.4. Share the benefits of learning with others in the team and organisation 2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues 3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3. Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to: • deal with people openly and fairly

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REQUIRED SKILLS AND KNOWLEDGE
• encourage colleagues to share their knowledge and skills • gain the trust and confidence of colleagues • use consultation skills effectively • literacy skills to access and use workplace information • planning and organisational skills to facilitate, promote and monitor learning by: • developing learning plans • establishing a workplace which is conducive to learning • evaluating the effectiveness of learning • identifying learning needs • negotiating learning arrangements with training and development specialists • selecting and using work activities to create learning opportunities • using coaching and mentoring to support learning.
Required knowledge
• management of relationships to achieve a learning environment • principles and techniques involved in the management and organisation of: • adult learning • coaching and mentoring • consultation and communication • improvement strategies • leadership • learning environment and learning culture • monitoring and reviewing workplace learning • problem identification and resolution • record keeping and management methods • structured learning • work-based learning.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Learning opportunities may include:	• structured learning activities conducted outside and within the workplace such as:
	  • accredited training through an independent organisation such as a state/territory OHS authority
	  • action learning
	  • short courses
	  • training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment
	  • workshops
	• workplace learning activities, that may also contribute to a recognised credential, such as:
	  • coaching
	  • exchange/rotation
	  • induction
	  • mentoring
	  • shadowing

Learning needs may include:	• developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles • gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks
Learning plans may include:	• codes of conduct • key performance indicators • negotiated agreement with individual/s • OHS requirements • performance standards • team competencies • team roles and responsibilities • work outputs and processes

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RANGE STATEMENT	
Diversity of needs may include:	• learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
Training and development specialists may be:	• internal • external
Encourage a learning culture may refer to:	• encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT401A Show leadership in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within routine and non routine methods and procedures which require the exercise of some discretion and judgement. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Frontline management provides the first level of leadership within the organisation. This unit applies to people who are making the transition from being a team member, to taking responsibility for the work and performance of others. Frontline managers have a strong influence on the work culture, values and ethics of the teams they supervise. As such it is important that frontline mangers model good practice, professionalism and confidently represent their organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Model high standards of management performance and behaviour	1.1. Ensure management performance and behaviour meets the organisation's requirements 1.2. Ensure management performance and behaviour serves as a positive role model for others 1.3. Develop and implement performance plans in accordance with organisation's goals and objectives 1.4. Establish and use key performance indicators to meet organisation's goals and objectives
2. Enhance organisation's image	2.1. Use ***organisation's standards and values*** in conducting business 2.2. Question, through established communication channels, standards and values considered to be damaging to the organisation 2.3. Ensure personal performance contributes to developing an organisation which has integrity and

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ELEMENT	PERFORMANCE CRITERIA
	credibility
3. Make informed decisions	3.1. Gather and organise information relevant to the issue/s under consideration 3.2. Facilitate individuals and teams active participation in decision making processes 3.3. Examine options and assess associated risks to determine preferred course/s of action 3.4. Ensure decisions are timely and communicate them clearly to individuals and teams 3.5. Prepare plans to implement decisions and ensure they are agreed by relevant individuals and teams 3.6. Use ***feedback processes*** effectively to monitor the implementation and impact of decisions

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and presentation skills to represent the organisation, to explain its work to others and to model professionalism • decision making skills to demonstrate good judgement and follow through.
Required knowledge
• basic theory of group behaviour • leadership styles and concepts.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • articulation of organisational values and expectations of behaviour • instances where leadership and decision making have been demonstrated and which have led to positive changes in the workplace • knowledge of leadership styles and concepts.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documents.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of performance in role plays • observation of presentations • review of performance plans • oral or written questioning to assess knowledge of leadership styles • evaluation of communication of expectations, roles and responsibilities • review of documentation examining options and assessing associated risks to determine preferred course/s of action.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

Range Statement

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

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisation's standards and values will be:	• stated or implied by the way the organisation conducts its business
Feedback processes may be:	• formal or informal • from internal or external sources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT502B Manage people performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the performance of staff who report to them directly. Development of key result areas and key performance indicators and standards, coupled with regular and timely coaching and feedback, provide the basis for performance management. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This unit applies to all managers and team leaders who manage people. It covers work allocation and the methods to review performance, reward excellence and provide feedback where there is a need for improvement. The unit makes the link between performance management and performance development, and reinforces both functions as a key requirement for effective managers. This is a unit that all managers/prospective managers who have responsibility for other employees should strongly consider undertaking.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Allocate work	1.1. Consult relevant groups and individuals on work to be allocated and resources available 1.2. Develop work plans in accordance with operational plans 1.3. Allocate work in a way that is efficient, cost effective and outcome focussed 1.4. Confirm ***performance standards***, ***Code of Conduct*** and work outputs with relevant teams and individuals 1.5. Develop and agree ***performance indicators*** with relevant staff prior to commencement of work 1.6. Conduct ***risk analysis*** in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design ***performance management*** and review processes to ensure consistency with organisational

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ELEMENT	PERFORMANCE CRITERIA
	objectives and policies 2.2. Train participants in the performance management and review process 2.3. Conduct performance management in accordance with organisational protocols and time lines 2.4. Monitor and evaluate performance on a continuous basis
3. Provide feedback	3.1. Provide informal feedback to staff on a regular basis 3.2. Advise relevant people where there is poor performance and take necessary actions 3.3. Provide on-the-job coaching when necessary to improve performance and to confirm ***excellence in performance*** 3.4. Document performance in accordance with the organisational performance management system 3.5. Conduct formal structured feedback sessions as necessary and in accordance with organisational policy
4. Manage follow up	4.1. Write and agree performance improvement and development plans in accordance with organisational policies 4.2. Seek assistance from human resources specialists where appropriate 4.3. Reinforce excellence in performance through recognition and continuous feedback 4.4. Monitor and coach individuals with poor performance 4.5. Provide support services where necessary 4.6. Counsel individuals who continue to perform below expectations and implement the disciplinary process if necessary 4.7. ***Terminate*** staff in accordance with legal and organisational requirements where serious misconduct occurs or ongoing poor-performance continues

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to articulate expected standards of performance, to provide effective feedback and to coach staff who need development • risk management skills to analyse, identify and develop mitigation strategies for identified risks • planning and organisation skills to ensure a planned and objective approach to the performance management system.
Required knowledge
• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues, equal opportunity, industrial relations and anti-discrimination • relevant awards and certified agreements • performance measurement systems utilised within the organisation • unlawful dismissal rules and due process • staff development options and information.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documented performance indicators and a critical description and analysis of performance management system from the workplace • techniques in providing feedback and coaching for improvement in performance • knowledge of relevant awards and certified agreements.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of techniques in providing feedback and coaching • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of work plans, performance indicators, risk analysis,performance management and review processes, performance improvement and development plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other management units.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Performance standards mean:	• level of performance sought from an individual or group which may be expressed either quantitatively or qualitatively
Code of Conduct means:	• agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or an agreed (or decreed) set of rules relating to employee behaviour/conduct with other employees or customers
Performance indicators mean:	• measures against which performance outcomes are gauged

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RANGE STATEMENT	
Risk analysis means:	• determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance
Performance management means:	• in accordance with relevant industrial agreements • process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing and developing individuals in a way which increases the probability it will be achieved in both the short- and long-term
Excellence in performance means:	• regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
Termination means:	• cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBSMB304A Determine resource requirements for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine the resource requirements of the micro business and to source these resources. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify the resources needed in the business	1.1. Use the business profile to determine the ***types of resources*** that may be required in the business 1.2. Gather ***information regarding resource requirements***, from appropriate sources 1.3. Determine resource quantities in accordance with business activity levels and financial position
2. Select appropriate sources for resources required in the business	2.1. Investigate different ***options for acquiring resources*** needed in the business in terms of business profile and stakeholder needs 2.2. Determine reliability, risks and costs associated with these options in line with business projections 2.3. Determine ease of access to sources of service and support 2.4. Select suitable options as investigated 2.5. Establish relationships with suppliers and other key people
3. Prepare for the use of resources in the business	3.1. Design ***procedures and systems*** to allow for the effective and efficient introduction, use and maintenance of resources 3.2. Negotiate and review arrangements for supply of resources to ensure the business profile is met 3.3. Design procedures for monitoring the use of resources

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Develop procedures for the maintenance, support, repair and replacement of business machinery, equipment and software

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to negotiate contracts; to make initial and to maintain ongoing, contact with suppliers; to explain processes/procedures to contractors or employees (where relevant) • literacy skills to produce simple instructions for a particular routine task • numeracy skills to calculate resource/equipment expenditure • research skills to investigate the resources needed for the business and options for acquiring them • technology skills to select and use technology appropriate to a task.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity, industrial relations and anti discrimination • functions of a range of business equipment and machinery (including information technology/communications systems and software) • organisation's business profile and structure • procedures and systems for the use of and routine maintenance of resources • types of resources that would be required as per the business profile.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of types of resources required by the business • determining appropriate resource levels in line with business profile and desired profit • selecting options for resource acquisition suited to the business and financial position • developing procedures and systems to allow for the efficient and effective installation, use and maintenance of resources.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a micro business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral or audio-visual presentation of a case study requiring the candidate to determine resources needed to operate a specific micro business in a field and location relevant to the candidate • portfolio of evidence including identified and required resources, and options for their acquisition • oral or written questioning to assess knowledge of relevant legislation from all levels of government that affects small business operation • review of resource quantities determined • review of procedures developed for the maintenance, support, repair and replacement of business machinery, equipment and software.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal • BSBSMB303A Organise finances for the micro business • BSBSMB306A Plan a home-based business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Types of resources may include:	• consumables • equipment • facilities • human resources • machinery • materials • software • vehicles
Information regarding resource requirements includes:	• costs • delivery • set up

Options for acquiring resources may include:	• hiring
	• leasing
	  • outsourcing
	  • purchasing

Procedures and systems may include:	• budgeting limits and approval process • delivery and receipt of stock and materials • developing and monitoring resource contracts • installation and support for IT/communications equipment and software • installation of machinery and equipment • maintenance and repair of machinery and equipment • ordering of stock and materials • recruitment, induction and supervision of personnel (employees or contractors) • storage of stock and materials

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB402A Plan small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop a financial plan to support business viability. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify costs, calculate prices and prepare profit statement	1.1. Identify and document ***costs*** associated with the production and delivery of the business' products/services 1.2. Calculate prices based on costs and profit margin, as an hourly charge out rate for labour or unit price for products 1.3. Calculate break-even sales point to establish business viability and profit margins 1.4. Identify appropriate ***pricing strategies*** in relation to market conditions to meet business profit targets 1.5. Prepare projected profit statement to supplement the business plan
2. Develop a FINANCIAL PLAN	2.1. Set ***profit targets***/***goals*** to reflect owner's desired returns 2.2. Identify working capital requirements necessary to attain profit projections 2.3. Identify non-current asset requirements and consider alternative asset management strategies 2.4. Prepare ***cash flow projections*** to enable business operation in accordance with business plan and ***legal requirements*** 2.5. Identify capital investment requirements accurately for each operational period 2.6. Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1. Identify start-up and ongoing financial requirements according to financial plan/budget

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Identify ***sources of finance***, including potential ***financial backers***, to provide required liquidity for the business to complement business goals and objectives 3.3. Investigate cost of securing finance on optimal terms 3.4. Identify strategies to obtain finance as required to ensure financial viability of the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to interpret financial data • communication skills to secure finance • literacy skills to develop a financial plan and to interpret legal requirements and financial reports • numeracy skills to calculate costs, prices, profit and other financial information • research skills to identify costs and sources of finance.
Required knowledge
• break-even analysis • costing for the business, including margin/mark-up, hourly charge out rates and unit costs • financial decision making relevant to the business • methods and relative costs of obtaining finance • principles for preparation of balance sheets • principles for preparation of cash flow forecasts • principles for preparation of profit and loss statements • purpose of financial reports • relevant accounting terminology • working capital cycles.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance • knowledge of financial decision making relevant to the business.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial plan and records • review of projected profit statement prepared to supplement the business plan • review of cash flow projections • oral or written questioning to asses knowledge of principles for preparation of cash flow forecasts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB404A Undertake small business planning • BSBSMB405A Monitor and manage small business operations • BSBSMB406A Manage small business finances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Costs may include:	• direct/indirect costs • fixed, variable, semi-variable costs • overheads and employee costs
Pricing strategies may include:	• competitor analysis • cost/volume/profit analysis • cost factors • cost plus pricing • demand-based pricing • discounting • market conditions • penetration pricing • perceived value • product mix • skimming
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff,

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RANGE STATEMENT	
	materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers
Profit targets*/*goals may include:	• break-even point • cost of goods/services sold • gross profit/net profit • desired actual/notional salary for owners/managers • desired return on investment • sales turnover/gross fees or income
Cash flow projections may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Legal requirements may include:	• contractual arrangements (partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
Sources of finance may include:	• personal, financial institutions, trade/industry sources • government sources, for example commonwealth and state/territory governments which provide various forms of technical and financial assistance including direct cash grants, loans, subsidies, tax concessions, and professional and technical advice
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB403A Market the small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop marketing strategies	1.1. Analyse the business and its key products or services to determine the focus of marketing activities, in accordance with the objectives of the business plan 1.2. Evaluate the customer base and target market for the small business as a basis for the ***marketing objectives and strategies*** 1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with ***relevant people*** and in accordance with the business plan
2. Determine a marketing mix for the business	2.1. Balance product mix, volumes and pricing to optimise sales and profit 2.2. Evaluate the costs and benefits of using different ***distribution channels*** and/or providing different ***levels of customer service*** and consider the results in determining the ***marketing mix*** 2.3. Determine promotional activities to suit the target market 2.4. Consider customer needs and preferences in determining the marketing mix 2.5. Determine the marketing mix according to market and business needs
3. Implement marketing	3.1. Brief persons involved in the marketing effort on their roles and responsibilities, to ensure the success

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ELEMENT	PERFORMANCE CRITERIA
strategies	of marketing strategies 3.2. Plan and implement ***promotional activities***, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1. Monitor marketing activities and evaluate business performance according to the objectives and targets of the business plan 4.2. Analyse ***performance gaps*** and take corrective action or set new targets 4.3. Encourage all relevant people to propose ways to improve marketing performance 4.4. Seek and analyse ***customer reaction*** to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes 4.5. Conduct ongoing research of customer requirements to identify opportunities for change and improvement 4.6. Monitor and investigate changes in the market for new opportunities to aid business development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to question, clarify and report • literacy and numeracy skills to research information, to analyse data and to interpret market data.
Required knowledge
• industry market trends • methods of analysing costs and benefits of marketing strategies • methods of developing marketing objectives and marketing mix • methods of monitoring customer satisfaction • relevant market analysis and research • relevant marketing concepts and methods.

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • developing a marketing strategy and choosing a marketing mix for the small business that are culturally appropriate and that complement the business plan • implementing and monitoring the marketing strategy/plan to optimise the chances of small business success • knowledge of relevant marketing concepts and methods.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including marketing strategy and monitoring of marketing performance • oral or written questioning to assess knowledge of industry market trends • review of analysis of performance gaps and corrective action taken or new targets set • review of promotional activities implemented.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB404A Undertake small business planning.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Marketing objectives and strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Relevant people may include:	• accountant or other specialist services • family members, work team members, sub-contractors, community members • franchise agency • financial backers, clients • owner/operator, partners, directors, shareholders • regulatory bodies • trade or industry associations
Distribution channels may include:	• dealer, re-seller, franchisee • distributor, delivery service, mail order, telesales • self-access, wholesale, retail
Levels of customer service may include:	• after sales service • one-on-one personal service • sales assistance for problems/queries only
Marketing mix may include:	• distribution • level of service • pricing

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RANGE STATEMENT	
	• promotion • quality, range • safety features • technical features, design
Promotional activities may include:	• advertising in national, suburban or local newspapers • advertising on radio or television • canvassing • development of networks and strategic alliances • display posters • exhibitions, in-store promotions • involvement in community projects • mail drops • professional/industry journals • sponsorship • staff development programs to enhance customer service orientation • website • word of mouth, referral, testimonials
Performance gaps may include:	• over achievement of performance targets • under achievement of performance targets
Customer reaction may be determined through:	• customer meetings, focus groups • identification of new business opportunities • informal discussion • sales to contact ratio • survey/other feedback mechanisms • trend analysis

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB404A Undertake small business planning

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. This unit is suitable for micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of the business plan	1.1. Identify purpose of the ***business plan***
	1.2. Identify and review the essential components of the business plan
	1.3. Identify and document ***business goals and objectives*** as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to ***occupational health and safety*** (***OHS***), in accordance with business goals and objectives
	2.2. Research market needs, and market size and potential
	2.3. Identify sources and costs of finance, from the ***financial plan***, to provide required liquidity and profitability for the business
	2.4. Identify methods, from the ***marketing strategies***, to promote the market exposure of the business
	2.5. Identify methods/means of production/operation from the ***production***/***operations plan*** to conform with business goals and objectives
	2.6. Identify ***staffing requirements*** to effectively produce/deliver products/services
	2.7. Identify ***specialist services*** and sources of advice, where required, and cost in accordance with resources available
3. Develop strategies for minimising risks	3.1. Identify specific interests and objectives of ***relevant people*** and seek and confirm their support of the planned business direction
	3.2. Identify and develop ***risk management strategies***

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ELEMENT	PERFORMANCE CRITERIA
	according to business goals and objectives, and relevant legal requirements 3.3. Develop ***contingency plan*** to address possible areas of non-conformance with the plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to assess business performance • literacy skills to enable interpretation of business information • numeracy skills to analyse data.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to OHS and environmental issues, equal employment opportunity, industrial relations and anti-discrimination • methods of evaluation • OHS responsibilities and procedures for identifying hazards relevant to the business • planning processes • preparation of a business plan • principles of risk management relevant to business planning • reasons for and benefits of, business planning • relevant industry codes of practice • setting goals and objectives • types of business planning - feasibility studies; strategic, operational, financial and marketing planning.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development of a business plan which provides for finance, marketing and provision of products/services to facilitate the business goals and objectives • identification of and planning for, OHS and duty of care responsibilities • development of risk management strategies • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including a business plan and risk management strategies • oral or written questioning to assess knowledge of OHS responsibilities and procedures for identifying hazards relevant to the business • demonstration of practical skills • review of documented business goals and objectives • review of contingency plans developed to address possible areas of non-conformance with the business plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB401A Establish legal and risk management requirements of small business • BSBSMB402A Plan small business finances • BSBSMB403A Market the small business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Business plan may include:	• business opportunities, which may be influenced by:
	  • amount and types of finance available
	  • expected financial viability
	  • skills of operator
	• details of ownership/management
	• finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
	• level of risk involved, risk assessment and management
	• market focus of the business
	• marketing requirements
	• need to raise finance and requirements of lenders
	• organisation/operational arrangements
	• proposed size and scale of the business
	• recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the business
	• resources required and available
	• sources of funding
	• specialist services and sources of advice that may be required
	• staffing
	• stages in the business development

Business goals and objectives may include:	• customer needs/marketing projections • family or community benefits

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RANGE STATEMENT	
	• financial projections • goals, objectives, plans, systems and processes • lifestyle issues • market focus of the business • proposed size and scale of the business • short-, medium- or long-term goals • social responsibility
Occupational health and safety issues must include:	• identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances • management of the organisation and operation of OHS as part of the business plan • procedures for managing hazards in the workplace (identify, assess and control) • provisions for ensuring safety of members of the public and contractors visiting the premises/worksite
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources

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RANGE STATEMENT	
	and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital
Marketing strategies may include:	• achieving lower costs of production and distribution than competitors • creating a very different product line or service so that the business becomes a class leader in the industry • distribution • pricing, presentation and display of products/services • product design and packaging • product range and mix • promotion and advertising • pursuing cost leadership and/or product differentiation within a specialist market segment
Production/operations plan may include:	• customer requirements, market expectations, budgetary constraints • industrial relations climate and quality assurance considerations • means of supply and distribution • operational targets and action plan, which may include short-, medium- or long-term goals • options for production, delivery, technical and customer service and support
Staffing requirements may include:	• full-time, part-time staff, permanent, temporary or casual staff • owner/operator • sub-contractors or external advisers/consultants
Specialist services may include:	• accountants • business advisors and consultants • business brokers • contractors • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors

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RANGE STATEMENT	
	• online gateways
Relevant people may include:	• clients • family members • franchise agency • owner/operator, partners, financial backers • regulatory bodies • suppliers • trade or industry associations
Risk management strategies may include:	• breach of contract, product liability • knowledge management • measures to manage risk including professional indemnity, securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft • security systems to provide physical security of premises, plant, equipment, goods and services • security of intellectual property
Risk management strategies must include:	• OHS requirements
Contingency plan may include:	• disturbances to cash flow, supply and/or distribution • sickness or personal considerations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

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Co-requisite units

Co-requisite units		

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BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business. Specific legal requirements apply to the management of a small business.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business. The unit is suitable for existing micro and small businesses or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement financial plan	1.1. Identify ***financial information*** requirements and obtain ***specialist services***, as required, to profitably operate and extend the business in accordance with the business plan 1.2. Produce financial budgets/projections, including ***cash flow*** estimates, as required for each forward period, and distribute to ***relevant people*** in accordance with legal requirements 1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of ***financial backers*** 1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5. Develop, monitor and maintain client ***credit policies***, including contingencies for debtors in default, to maximise cash flow 1.6. Select key performance indicators to enable ongoing monitoring of financial performance 1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1. Regularly monitor and report on financial performance targets and analyse data to establish the

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ELEMENT	PERFORMANCE CRITERIA
	extent to which the ***financial plan*** has been met 2.2. Monitor marketing and operational strategies for their effects on the financial plan 2.3. Calculate and evaluate ***financial ratios*** according to own/industry benchmarks 2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to interpret financial data • communication skills to negotiate capital and to report on performance • literacy skills to interpret legal requirements and financial reports • numeracy skills to calculate costs, prices, profit and other financial information.
Required knowledge
The following knowledge must be assessed as part of this unit: • benchmarking • financial decision making relevant to the business • financial indicators • purpose of financial reports • preparation and interpretation of budget/actual reports • principles for preparation of balance sheets and their interpretation • principles for preparation of profit and loss statements and their interpretation • stock records/stock control relevant to the business.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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EVIDENCE GUIDE	
Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • development, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of establishing or running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including financial reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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RANGE STATEMENT	
work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Financial plan may include:	• analysis of sales by product/service, identifying where they were sold and to whom • cash flow estimates for each forward period • current financial state of the enterprise (or owner/operator) • estimates of profit and loss projections for each forward period • financial performance to date (if applicable) • likely return on investment • monthly, quarterly or annual returns • non-recurrent assets calculations • profit, turnover, capital and equity targets • projected profit targets, pricing strategies, margins • projections of likely financial results (budgeting) • projections, which may vary depending on the importance of such information and the stage in the life of the business • resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment) • review of financial inputs required (sources and forms of finance) • risks and measures to manage or minimise risks • working, fixed, debt and equity capital • working in conjunction with external consultants e.g. investment analysts, accountants, financiers

Financial information may include:	• accrual of staff leave/entitlements
	• asset management strategies which may include:
	  • owning, leasing, sharing, syndicating
	  • maintaining and deploying assets
	• asset registers
	• balance sheets
	• bookkeeping/accounting/stock/job costing records
	• business activity statements
	• business capital
	• cash book

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RANGE STATEMENT	
	• cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
Specialist services may include:	• accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
Cash flow may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Relevant people may include:	• family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
Credit policies may include:	• collateral • credit limits • credit references • debt collection • payment options • proof of Indigenous identity

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RANGE STATEMENT	
	• trading terms
Financial ratios may include:	• current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB408B Manage personal, family, cultural and business obligations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to examine the impact that personal, family and cultural obligations have on business operations, and to develop and implement strategies to improve business success. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify personal and business commitments/obligations within family, cultural and community contexts	1.1. Identify the personal, family, cultural and/or community ***contexts*** in which the business operates 1.2. Identify the personal, family, cultural and/or community ***commitments***/***obligations*** that impact on the business 1.3. Consider ***strategies*** to address and minimise the negative impact these commitments/obligations may have on the business 1.4. Prepare workable ***plans*** to address and minimise the impact of these issues
2. Develop ethical work practices within family, cultural and community contexts	2.1. Develop a ***culturally appropriate work ethic*** in terms of personal, family and community obligations, and cultural requirements 2.2. Identify and implement strategies to reinforce a culturally appropriate work ethic in the business 2.3. Prepare contingency plans for when alternative action is required due to changes within the business, family, cultural and/or community environments
3. Review work practices within family, cultural and community contexts	3.1. Monitor personal, family, cultural and/or community commitments/obligations to identify any changes that might impact on the business 3.2. ***Review*** plans and strategies to ensure that negative impacts of any commitments/obligations are being

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ELEMENT	PERFORMANCE CRITERIA
	addressed and implement any necessary changes 3.3. Monitor implementation of the culturally appropriate work ethic to ensure that it is supported and maintained in the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to identify own obligations
- communication skills to clarify needs and to articulate business ideas to a range of family/community members
- interpersonal skills to negotiate/mediate with sensitivity towards family and/or cross-cultural issues.

Required knowledge

- characteristics of small business and its environment
- community and family expectations and dynamics
- cultural and family relationships
- historical/cultural/ceremonial/religious/family issues that are relevant to specific communities
- life/work balances particularly relating to health
- local community and relevant organisations and persons within the community
- relevant legislation, codes and national standards from all levels of government which may effect business operation, such as:
  - award and enterprise agreements and relevant industrial instruments
  - anti-discrimination
  - equal opportunity
  - OHS
  - relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • completeness in terms of scope and detail of analysis of the implications of family, cultural and community obligations/commitments on self, staff and the business • clarification of a culturally appropriate work ethic and the workability of plans and strategies for maintaining this ethic • plans and strategies to address the negative impact obligations/commitments may have on the business • knowledge of characteristics of small business and its environment.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including the analysis of the implications of obligations/commitments and plans/strategies to address any negative impacts these may have on the business • oral or written questioning to assess knowledge of community and family expectations and dynamics • analysis of review of plans and strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB409A Build and maintain relationships with small business stakeholders.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Contexts in which the business operates may include relationships within:	• business community • culturally and linguistically diverse communities • family groups • Indigenous communities • non-Indigenous communities • professional community • religious and/or spiritual communities • specific target groups
Commitments*/*obligations may relate to:	• community • family • self • staff
Commitments*/*obligations may include:	• business commitments and community/family responsibilities • personal principles • personal work/life balances and priorities e.g. health considerations such as exercise, stress • professional commitments • resource commitments to community e.g. contributions to social goals, Community Development Employment Program (CEDP) staff responsibilities, community centres, mentoring, community projects • resource commitments to cultural life e.g. cultural maintenance programs, language maintenance • resource commitments to immediate and extended family members e.g. money obligations, skills and resource contributions to family projects • time commitments to community activities e.g. participation in community events, ceremonies and activities, school committees,

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RANGE STATEMENT	
	sporting associations • time commitments to immediate and extended family members e.g. child care and aged care responsibilities, emotional support obligations for family issues • time commitments to cultural life e.g. National Aboriginal and Torres Strait Islander Day of Celebration (NAIDOC) activities, National Sorry Day activities, National Reconciliation Week activities, religious activities, national days, ceremonies, funerals and related mourning business

Strategies may include:	• communication strategies
	• consulting with other small businesses to identify successful strategies used
	• developing clear guidelines for staff, such as:
	  • codes of conduct
	  • customer/client charters
	  • family/community charters
	  • job descriptions
	  • organisational trees
	• developing clear processes for staff
	• developing plans to address unanticipated events
	• developing plans to include health considerations for self and staff
	• personal vision/values
	• using diaries/calendars to timetable known obligations

Plans may relate to:	• communication • contingency • OHS • performance appraisal • personal and staff development • succession arrangements • time management
Culturally appropriate work ethic may include:	• impact on and within the community • impact on and within the family • impact on and within the wider community • impact on self

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RANGE STATEMENT	
	• relevance of the business to the community • relevance of work to the individual • role development and clarification processes • skills to perform the work
Reviewing plans and strategies may include:	• 360Âº feedback • applying qualitative and/or quantitative measures to business performance • applying qualitative and/or quantitative measures to individual performance • family or community consultation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB409A Build and maintain relationships with small business stakeholders

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and develop relationships with small business key stakeholders, and roles and responsibilities in the small business. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	This work is undertaken by individuals who operate a small business.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish and develop communication and appropriate relationships with key stakeholders	1.1. Establish ***specific practices for communication*** with ***key stakeholders***, in accordance with codes of practice, cultural protocols and agreed roles and responsibilities 1.2. Maintain specific ways of dealing with ***issues in communication*** with key stakeholders that adhere to codes of practice, cultural protocols and agreed roles and responsibilities 1.3. Identify and implement methods of working in culturally appropriate ways 1.4. Identify and implement plans to deal with changes in circumstances and behaviours, as required
2. Establish and develop roles and responsibilities in the small business	2.1. Clearly and accurately clarify ***roles and responsibilities in the business*** in accordance with ***organisational structure and lines of authority***, ***codes of practice*** and ***job documentation*** 2.2. Identify and apply specific practices and behaviours from the codes of practice, that contribute to successful working relationships 2.3. Clearly communicate responsibilities and practices to key stakeholders
3. Review relationships with key stakeholders	3.1. Review communication practices used with key stakeholders and implement any necessary improvement strategies

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Monitor and evaluate relationships with key stakeholders and develop action plan/s needed to enhance relationships 3.3. Evaluate roles and responsibilities in the business and undertake any revisions necessary to improve successful working relationships

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to assess situations for the core issues • communication skills to consult with various stakeholders, adjusting one's language to meet the language of stakeholders; to negotiate constructively to achieve outcomes; to work cooperatively with a diverse range of people with different needs • literacy skills to locate relevant information, and to develop job outlines and codes of practice for the business • problem-solving skills to deal with stakeholder issues.
Required knowledge
• business ethics • codes of practice for the business • organisational structures and their legal implications.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate	Evidence of the following is essential:

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EVIDENCE GUIDE	
competency in this unit	• ways of working and communicating with key stakeholders based on the roles and responsibilities, codes of practice and cultural protocols for the business • development and communication of roles, responsibilities, duties and tasks of small business personnel to key stakeholders • process for reviewing relationships with key stakeholders • knowledge of organisational structures and their legal implications.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work in the context of running a small business, are the basis for assessment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • portfolio of evidence including review of communication and relationships with key stakeholders • oral or written questioning to assess knowledge of business ethics • review of how methods of working in culturally appropriate ways were implemented.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBREL401A Establish networks • BSBSMB408A Manage personal, family, cultural and business obligations.

Range Statement

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

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RANGE STATEMENT	
wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Specific practices for communication with key stakeholders may include:	• contingency plans for changes • informal face-to-face/telephone networking • regular formal meetings • use of formats suited to people with specific support needs, where appropriate, such as large print, interpreters, telephone typewriter (TTY), material in community language/s, Auslan (Australian Sign Language) • written processes
Key stakeholders may include:	• business partners • community members, Elders, traditional owners • community organisations • customers • family members • franchise owner • funding agencies and financial institutions • government agencies • shareholders • staff • suppliers
Issues in communication may include:	• communication protocols for Indigenous, non-Indigenous, and culturally and linguistically diverse peoples • cross-cultural misunderstandings • dealing with difficult clients • expectations of Indigenous and culturally and linguistically diverse peoples • family obligations of Indigenous, and culturally and linguistically diverse peoples • negotiating with stakeholders • processing complaints • respect for others
Roles and responsibilities in the business may include:	• differences between roles and duties • role overlap conflicts with other staff and self, with other key stakeholders e.g. management committee members, contractors, accountants

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RANGE STATEMENT	
	etc. and self and staff • scope of responsibilities within the job • types of duties to be performed
Organisational structure and lines of authority may include:	• cooperative/incorporated association structures • corporate structure and corporate governance • government owned enterprise • location of business within the community • nature of reporting • partnerships • power structures and relationships • reporting processes • sole traders
Codes of practice for the business may include:	• business operations standards • cultural considerations and principles for operating • ethical considerations and principles for operating • guidelines for operations • legal considerations and principles for operating • policies • quality assurance practices and principles
Job documentation may include:	• background to the business • competencies required for positions • details of responsibilities • details of specific duties or tasks to be carried out • duty statement • level of wage or salary • job/position description • outline of the job to be performed • reporting relationship • selection criteria • special provisions

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSUS201A Participate in environmentally sustainable work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to effectively measure current resource use and to carry out improvements including reducing the negative environmental impact of work practices. This unit requires the ability to access industry information, and applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit applies to operators/team members under supervision or guidance, who are required to follow workplace procedures and instructions, and to work in an environmentally sustainable manner. It covers: efficient resource use potential environmental hazards regulatory compliance improving environmental performance (within the scope of competency, authority and own level of responsibility). It addresses the knowledge, processes and techniques necessary to participate in environmentally sustainable work practices.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Identify current resource use	1.1. Identify workplace ***environmental and resource efficiency issues*** 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using ***appropriate techniques*** 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental

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

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical skills to comply with all relevant legislation associated with job specifications and procedures
- communication and problem-solving skills to question, seek clarification and make suggestions relating to work requirements and efficiency
- communication and teamwork skills to recognise procedures; to follow instructions; to respond to change, such as current workplace environmental/sustainability frameworks; and to support team work and participation in a sustainable organisation
- literacy, numeracy and technology skills to interpret workplace information in relation to work role, and to document and measure resource use
- technology skills to select and use technology appropriate for a task.

Required knowledge

- environmental and resource hazards/risks
- environmental or sustainability legislation, regulations and codes of practice applicable to own work role
- OHS issues and requirements
- organisational structure, and reporting channels and procedures
- relevant environmental and resource efficiency systems and procedures
- sustainability in the workplace
- terms and conditions of employment including policies and procedures, such as

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REQUIRED SKILLS AND KNOWLEDGE
daily tasks, employee and employer rights, equal opportunity.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • accessing, interpreting and complying with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • accurately following organisational information to participate in and support an improved resource efficiency process and reporting as required • developing and/or using tools such as inspection checklists, to collect and measure relevant information on organisation resource consumption, within work role • identifying organisational improvements by applying efficient resource use to daily activities • knowledge of environmental and resource hazards/risks.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation • review of current work area directly relating to own work, to assess measurement of resources used, hazards and compliance • individual or team discussion about potential for increased resource efficiency within current work area • access to workplace documents, information and resources (such as compliance obligations, enterprise

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EVIDENCE GUIDE	
	plans, work responsibilities).
Method of assessment	A range of assessment methods should be used t assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of demonstrated techniques over time and in a range of situations • analysis of responses to case studies and scenarios • review of documentation measuring current resource usage • evaluation of techniques used to document and measure current usage of resources • review of identified and reported workplace environmental hazards • evidence of active participation in organisational plans to improve environmental practices and resource efficiency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBINN201A Contribute to workplace innovation • BSBSMB301A Investigate micro business opportunities • BSBWOR202A Organise and complete daily work activities.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Environmental and resource	• maximising opportunities to improve business environmental performance

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RANGE STATEMENT	
efficiency issues may include:	• minimising environmental risks • promoting more efficient production and consumption of natural resources, for example minimising waste by participating in or using a waste management system • using resources efficiently such as material usage, energy usage (seeking alternative sources of energy or energy conservation) or efficient water usage
Appropriate techniques may include:	• examining and documenting resources in work area • examining invoices from suppliers • examining relevant information and data • measuring resource usage under different conditions • reports from other parties involved in the process of identifying and implementing improvements

Compliance may include:	• meeting relevant laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • local government
	  • industry
	  • organisation

Organisational plans may include:	• documented policies and procedures • work plans to minimise waste or to increase efficiency of resources such as a green office program, supply chain program for purchasing sustainable products or an environmental management framework
Suggestions may include ideas that help to:	• improve energy efficiency • increase use of renewable, recyclable, reusable and recoverable resources • maximise opportunities such as use of solar power or other alternative forms of energy, where appropriate

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RANGE STATEMENT	
	• prevent and minimise risks • reduce emissions of greenhouse gases • reduce use of non-renewable resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

Co-requisite units

Co-requisite units		

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BSBSUS501A Develop workplace policy and procedures for sustainability

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and implement a workplace sustainability policy, including the modification of the policy to suit changed circumstances. This unit requires the ability to access industry information, applicable legislative and occupational health and safety (OHS) guidelines. While no licensing, legislative, regulatory or certification requirements apply holistically to this unit at the time of publication, relevant national, state and territory legislation, regulations and codes of practice impact upon this unit.

Application of the Unit

Application of the unit	This unit addresses the knowledge, processes and techniques necessary to develop approaches to sustainability within workplaces, including the development and implementation of policy. This unit applies to people with managerial responsibility who undertake work developing approaches to create strategies within workplaces, including the development and implementation of policy and includes: • communicating with relevant stakeholders • developing and monitoring policies • reviewing and improving policies. A person who demonstrates competence in this unit must be able to provide evidence of the ability to develop and implement integrated sustainability policies and

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	procedures within an enterprise. The review of the policy after implementation will also need to be evidenced. The context of the unit applies to all sectors of the business industry; it may be applied to all sections of an organisation, including the office, the factory floor, or work area. With such a broad application, the unit will need to be contextualised as it is applied across an organisation and across different industry sectors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop workplace sustainability policy	1.1. Define ***scope*** of sustainability policy 1.2. Gather information from a range of ***sources*** to plan and develop policy 1.3. Identify and consult ***stakeholders*** as a key component of the policy development process 1.4. Include appropriate ***strategies*** in policy at all stages of work for minimising resource use, reducing toxic material and hazardous chemical use, and employing life cycle management approaches 1.5. Make recommendations for policy options based on likely effectiveness, timeframes and cost 1.6. Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity 1.7. Agree to appropriate methods of implementation
2. Communicate workplace sustainability policy	2.1. Promote workplace sustainability policy, including its expected outcome to key stakeholders 2.2. Inform those involved in implementing the policy as to outcomes expected, activities to be undertaken and responsibilities assigned
3. Implement workplace sustainability policy	3.1. Develop and communicate procedures to help implement workplace sustainability policy 3.2. Implement strategies for continuous improvement in resource efficiency 3.3. Establish and assign responsibility to use recording systems for tracking continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1. Document outcomes and provide feedback to key personnel and stakeholders 4.2. Investigate successes or otherwise of policy 4.3. Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance 4.4. Modify policy and or procedures as required to ensure improvements are made

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to adjust communication to suit different audiences; to respond effectively to diversity; to work as a member of a team to consult on and validate policy • literacy skills to read and evaluate complex and formal documents such as policy and legislation • problem skills to effectively manage different points of view and dissenting stakeholders • research, analytical and writing skills to research, analyse and present information; to prepare written reports requiring precision of expression and language and structures suited to the intended audience
Required knowledge
• best practice approaches relevant to own work area • environmental or sustainability legislation, regulations and codes of practice applicable to industry and organisation • equal employment opportunity, equity and diversity principles and occupational health and safety implications of policy being developed • policy development processes and practices • principles, practices and available tools and techniques of sustainability management relevant to the particular industry context • quality assurance systems relevant to own organisation • relevant industry competency • relevant organisational polices, procedures and protocols • relevant systems and procedures to aid in the achievement of workplace sustainability

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • candidate's involvement as a key person in planning, developing and implementing organisational policy and that the developed policy complies with legislative requirements • implementation strategy, as part of the policy, that has been devised, implemented and reviewed showing a measurable improvement utilising the chosen benchmark indicators • communicating with stakeholders to discuss possible approaches to policy development and implementation, and contributing to the resolution of disputes among stakeholders • developing and monitoring policies for analysing data on enterprise resource consumption • using software systems for recording and filing documentation for measurement of current usage and using word processing and other basic software for interpreting charts, flowcharts, graphs and other visual data and information • reviewing and improving policies by identifying improvements and benchmarking against industry best practice and attempting new approaches continuously over time.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to relevant legislation/standards/guidelines • access to a range of workplace documentation and personnel, information and resources (such as compliance obligations, organisational plans, work responsibilities) • access to reports from other parties involved in the development and implementation of policy • evidence is collected over time, involving both formative and summative assessment • evidence is relevant to the particular workplace role, including work area, equipment, systems, and documentation.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on the job performance by the candidate • response to case studies • review of policy developed and procedural documentation outlining the approach taken • review of implementation strategy, plans and work plans • analysis of methods used to involve stakeholders in policy development, implementation and review • analysis of inefficiencies or opportunities for improvements identified in the workplace • evaluation of participation in sustainability work practices and programs such as an environmental management framework • observation over time in relation to review of work area relating to policy and procedures being developed to assess measurement of resources used, hazards and compliance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBATSIM419A Contribute to the development and implementation of organisational policies • BSBHRM506A Manage recruitment, selection and induction processes • BSBHRM602B Manage human resources strategic planning • BSBINN502A Build and sustain an innovative work environment • BSBMGT515A Manage operational plan • BSBMGT516C Facilitate continuous improvement • BSBMGT608C Manage innovation and continuous improvement • BSBMGT616A Develop and implement strategic plans • BSBMGT617A Develop and implement a business plan • BSBRSK501A Manage risk.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Scope of workplace sustainability policy may include:	• addressing sustainability initiatives through reference to standards, guidelines and approaches such as:
	  • ecological foot printing
	  • Energy Efficiency Opportunities Bill 2005l
	  • Global Reporting Initiative
	  • green office program
	  • green purchasing
	  • Greenhouse Challenge Plus (Australian government initiative)
	  • ISO 14001:1996 Environmental management systems life cycle analyses
	  • life cycle analyses
	  • product stewardship
	  • supply chain management
	  • sustainability covenants/compacts
	  • triple bottom line reporting
	• integrated approach to sustainability which includes environmental, economic and social aspects, or a specific approach that focuses on each aspect individually
	• investigating particular business and market context of the industry/organisation
	• meeting relevant laws, by laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):
	  • international
	  • commonwealth
	  • state/territory
	  • industry

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RANGE STATEMENT	
	• organisation • parts of the organisation to which it is to apply, including whether it is for the whole organisation, one site, one work area or a combination of these.
Sources may include:	• regulatory sources • relevant personnel • organisational specifications.

Stakeholders may include:	• individuals and groups both inside and outside the organisation who have some direct interest in the organisation's conduct, actions, products and services, including:
	  • customers
	  • employees at all levels of the organisation
	  • government
	  • investors
	  • local community
	  • other organisations
	  • regulators
	  • suppliers
	• key personnel within the organisation and specialists outside the organisation who may have particular technical expertise.

Strategies may include:	• promotional activities • raising awareness among stakeholders • training staff in sustainability principles and techniques.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Sustainability

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Co-requisite units

Co-requisite units		

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HLTFA301B Apply first aid

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required to provide first aid response, life support, management of casualty(s), the incident and other first aiders, until the arrival of medical or other assistance

Application of the Unit

These skills and knowledge may be applied in a range of situations, including community and workplace settings

Training Package users should ensure implementation is consistent with any specific workplace and/or relevant legislative requirements in relation to first aid, including State/Territory requirements for currency

Application of these skills and knowledge should be contextualised as required to address specific industry, enterprise or workplace requirements and to address specific risks and hazards and associated injuries

A current Senior First Aid, Workplace Level 2 or Level 2 qualification may provide evidence of skills and knowledge required by this competency unit. However, as with all evidence of competence, evidence must be assessed against the requirements specified in the competency unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

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Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Assess the situation	1.1 Identify assess and minimise **hazards** in the situation that may pose a risk of injury or illness to self and others
	1.2 Minimise immediate **risk** to self and casualty's health and safety by controlling any hazard in accordance with occupational health and safety requirements
	1.3 Assess casualty and identify injuries, illnesses and conditions
2 Apply first aid procedures	2.1 Calmly provide information to reassure casualty, adopting a communication style to match the casualty's level of consciousness
	2.2 Use available **resources and equipment** to make the casualty as comfortable as possible
	2.3 Respond to the casualty in a culturally aware, sensitive and respectful manner
	2.4 Determine and explain the nature of casualty's injury/condition and relevant first aid procedures to provide comfort
	2.5 Seek consent from casualty prior to applying first aid management
	2.6 Provide **first aid management** in accordance with **established first aid principles** and Australian Resuscitation Council (ARC) Guidelines and/or State/Territory regulations, legislation and policies and industry requirements
	2.7 Seek first aid assistance from others in a timely manner and as appropriate
	2.8 Correctly operate first aid equipment as required for first aid management according to manufacturer/supplier's instructions and local policies and/or procedures

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		2.9	Use safe manual handling techniques as required
		2.10	Monitor **casualty's condition** and respond in accordance with effective first aid principles and procedures
		2.11	Finalise casualty management according to casualty's needs and first aid principles
3	Communicate details of the incident	3.1	Request ambulance support and/or appropriate medical assistance according to relevant circumstances using relevant **communication media and equipment**
		3.2	Accurately convey assessment of casualty's condition and management activities to ambulance services /other emergency services/relieving personnel
		3.3	Prepare reports as appropriate in a timely manner, presenting all relevant facts according to established procedures
		3.4	Accurately record details of casualty's physical condition, changes in conditions, management and response to management in line with established procedures
		3.5	Maintain confidentiality of records and information in line with privacy principles and statutory and/or organisation policies
4	Evaluate own performance	4.1	Seek feedback from **appropriate clinical expert**
		4.2	Recognise the possible psychological impacts on rescuers of involvement in critical incidents
		4.3	Participate in debriefing/evaluation as appropriate to improve future response and address individual needs

Required Skills and Knowledge

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This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

ARC Guidelines relating to provision of first aid as outlined

Working knowledge of:

basic principles and concepts underlying the practice of first aid

procedures for dealing with major and minor injury and illness

priorities of management in first aid when dealing with life threatening conditions

basic occupational health and safety requirements in the provision of first aid

infection control principles and procedures, including use of standard precautions

chain of survival

first Aiders' skills and limitations

Understanding of the use of an Automated External Defibrillator (AED), including when to use and when not to

First aid management of:

abdominal injuries

allergic reactions

altered and loss of consciousness

bleeding

burns - thermal, chemical, friction, electrical

cardiac arrest

casualty with no signs of life

chest pain

choking/airway obstruction

injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

envenomation - snake, spider, insect and marine bites

environmental impact such as hypothermia, hyperthermia, dehydration, heat stroke

fractures

medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

near drowning

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poisoning and toxic substances (including chemical contamination)

respiratory distress

seizures

shock

stroke

substance misuse - common drugs and alcohol, including illicit drugs

Awareness of stress management techniques and available support

Social/legal issues:

duty of care

need to be culturally aware, sensitive and respectful

importance of debriefing

confidentiality

own skills and limitations

Essential skills:

Ability to:

Conduct an initial casualty assessment

Plan an appropriate first aid response in line with established first aid principles, policies and procedures, ARC Guidelines and/or State/Territory regulations, legislation and policies and industry requirements and respond appropriately to contingencies in line with own skills

Demonstrate correct procedures for performing CPR using a manikin, including standard precautions (i.e. as per unit **HLTCPR201A Perform CPR**)

Apply first aid principles

Infection control, including use of standard precautions

Follow OH&S guidelines

Demonstrate:

safe manual handling

consideration of the welfare of the casualty

ability to call an ambulance

site management to prevent further injury

Provide assistance with self-medication as per subject's own medication regime and in line with State/Territory legislation, regulations and policies and any available

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medical/pharmaceutical instructions

Administer medication in line with state/territory regulations, legislation and policies

Prepare a written incident report or provide information to enable preparation of an incident report

Communicate effectively and assertively in an incident

Make prompt and appropriate decisions relating to managing an incident in the workplace

Call an ambulance and/or medical assistance according to relevant circumstances and report casualty's condition

Use literacy and numeracy skills as required to read, interpret and apply guidelines and protocols

Evaluate own response and identify appropriate improvements where required

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package. The evidence guide supplements assessment requirements that apply to all units in this Training Package. Users of this evidence guide should first read the package's assessment guidelines.

Critical aspects of assessment:	Assessment must include demonstrated evidence of specified Essential Knowledge and Essential Skills identified in this competency unit Competence should be demonstrated working individually and, where appropriate, as part of a first aid team Consistency of performance should be demonstrated over the required range of situations relevant to the workplace or community setting Currency of first aid knowledge and skills is to be demonstrated in line with State/Territory regulations, legislation and policies, ARC and industry guidelines

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Context and resources required for assessment:	Skills in performing first aid procedures are to be assessed through demonstration, with questioning to confirm essential knowledge For assessment purposes, demonstration of skills in CPR procedures requires using a model of the human body (resuscitation manikin) in line with Australian Resuscitation Council Guidelines
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work All workers should develop their ability to work in a culturally diverse environment In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any 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.

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Contextualisation to address specific requirements may include:	Focus on first aid management of specific types of injury First aid provision under specific constraints or circumstances (e.g. in confined spaces, in maritime work environment or in work environment involving identified risks/hazards)
Established first aid principles include:	Preserve life Prevent illness, injury and condition(s) becoming worse Promote recovery Protect the unconscious casualty
Vital signs include:	Consciousness Breathing Circulation
A hazard is:	A source or situation with the potential for harm in terms of human injury or ill-health, damage to property, the environment, or a combination of these
Hazards may include:	Physical hazards Biological hazards Chemical hazards Hazards associated with manual handling
Risks may include:	Risks from equipment, machinery and substances Risks from first aid equipment Environmental risks Exposure to blood and other body substances

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Risk of further injury to the casualty

Risks associated with the proximity of other workers and bystanders

Risks from vehicles

Casualty's condition is managed for:

Abdominal injuries

Airway obstruction

Allergic reactions

Altered and loss of consciousness

Bleeding

Burns - thermal, chemical, friction, electrical

Chest pain/cardiac arrest

Injuries: cold and crush injuries; eye and ear injuries; head, neck and spinal injuries; minor skin injuries; needle stick injuries; soft tissue injuries including sprains, strains, dislocations

Near drowning

Envenomation - snake, spider, insect and marine bites

Environmental conditions such as hypothermia, hyperthermia, dehydration, heat stroke

Fractures

Medical conditions, including cardiac conditions, epilepsy, diabetes, asthma and other respiratory conditions

No signs of life

Poisoning and toxic substances (including chemical contamination)

Respiratory distress/arrest

Seizures

Shock

Stroke

Substance misuse - common drugs and alcohol, including illicit drugs.

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First aid management must take into account applicable aspects of:	The setting in which first aid is provided, including: workplace policies and procedures industry/site specific regulations, codes etc. OHS requirements state and territory workplace health and safety legislative requirements location and nature of the incident situational risks associated with, for example, electrical and biological hazards, weather, motor vehicle accidents location of emergency services personnel. The use and availability of first aid equipment and resources Infection control Legal and social responsibilities of first aider
Resources and equipment are used appropriate to the risk to be met and may include:	AED First aid kit Auto-injector Puffer/inhaler Resuscitation mask or barrier Spacer device
Communication media and equipment may include but are not limited to:	Telephones, including landline, mobile and satellite phones HF/VHF radio Flags Flares Two way radio Email

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	Electronic equipment Hand signals
Appropriate clinical expert may include:	Supervisor/manager Ambulance officer/paramedic Other medical/health worker
Documentation may include:	Injury report forms Workplace documents as per organisation requirements
Documentation may include recording:	Time Location Description of injury First aid management Fluid intake/output, including fluid loss via: blood vomit faeces urine Administration of medication including: time date person administering dose Vital signs

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Unit Sector(s)

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HLTIN402B Maintain infection control standards in office practice settings

Modification History

Unit Descriptor

This unit describes the skills and knowledge required of health care workers in office practice settings to comply with infection control regulations, standards, guidelines, policy and procedures and to identify, manage and control infection risks to clients, clients, themselves and other health care workers

Application of the Unit

Elements 5 and 6 may not apply to an office practice that is not required to undertake sterilising in accordance with regulations, standards and guidelines

Application of this unit should be contextualised to reflect any specific workplace infection risks, hazards and associated infection control practices relating to specific workplace instruments and equipment in line with individual workplace policies and procedures

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

The required outcomes described in this unit of competency contain applicable facets of Employability Skills

The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Implement and maintain infection control practices	1.1 Implement infection control regulations, standards and guidelines, and **organisation policy** and

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	and infection risk containment measures	procedures as required
		1.2 Use standard and additional precautions for all client contact as required
		1.3 Identify **workplace infection control risks**
		1.4 Manage and control workplace infection control risks
2	Monitor and maintain cleanliness of environment	2.1 Regularly clean office practice work environment according to a pre-determined schedule
		2.2 Clean spills immediately in accordance with organisation policy and procedures
		2.3 Remove contaminated substances and appliances from treatment area following treatment of each client
		2.4 Clean and dry work surfaces after each treatment session/procedure, or when soiled
		2.5 Use appropriate **cleaning agents**
		2.6 Dry and store cleaning equipment
3	Maintain personal protection	3.1 Select **personal protective equipment** according to the nature of treatment/procedure to be undertaken and the infection control risks involved
		3.2 Use personal protective equipment correctly
		3.3 Cover open cuts and abrasions by waterproofed dressings
		3.4 Handle sharps with care and immediately dispose of them in accordance with regulations, standards and guidelines for infection control and clinical **waste** management
4	Undertake infection control measures during procedures and treatments	4.1 Clean and tidy work area
		4.2 Correctly follow hand washing procedures
		4.3 Assemble all items required prior to procedure or treatment
		4.4 Provide clean, single use, disposable covering material or clean linen and change between clients

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		or procedures
		4.5 Ensure instruments and articles not intended to penetrate skin, but for use on clients during procedures, are thoroughly cleaned or disinfected as appropriate, and dried before use and after each use
		4.6 Ensure instruments, equipment or other items, to be introduced into sterile tissue or for contact with intact mucus membranes, are sterile at the time of use as required by regulations, standards and guidelines
		4.7 Follow aseptic techniques and procedures where appropriate
		4.8 Use personal protective equipment
		4.9 Follow appropriate skin preparation procedures to minimise risk of disease transmission
		4.10 Use sterile drapes for sterile procedures
		4.11 Maintain integrity of operating field
		4.12 Immediately dispose of single-use items in appropriate containers
		4.13 Place waste in appropriate receptacles in accordance with legislative requirements
		4.14 Place soiled linen and protective clothing in a suitable receptacle
		4.15 Clean work area after use
		4.16 Remove items contaminated or potentially contaminated with blood, body fluids, mucosa or tissue for cleaning and sterilisation
5	Clean and sterilise instruments, equipment and implantable items	5.1 Thoroughly clean or decontaminate instruments, equipment and implantable items immediately after use, and prior to sterilising
		5.2 Choose appropriate sterilising method

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		5.3 Ensure work flows in one direction only from dirty zone to clean zone
		5.4 Wrap/package instruments, equipment and implantable items as required prior to sterilisation
		5.5 Configure load to ensure effective sterilisation and safe handling
		5.6 Follow sterilisation operating procedures in correct sequence and duration according to manufacturer's instructions and relevant Australian standards
		5.7 Follow validation processes in accordance with Australian standards
		5.8 Activate appropriate sterilization method and cycle
		5.9 Follow loading and unloading procedures for sterilisers
		5.10 Remove contents of steriliser immediately on completion of cycle and check to ensure specified performance criteria have been met
		5.11 Follow product traceability guidelines
		5.12 Monitor sterilising cycle and record details as specified in current Australian standard/s
		5.13 Observe safety precautions to ensure pressure sterilisers function safely
		5.14 Store and handle sterilised items to maintain integrity of packs and to prevent contamination from any source
		5.15 Dispose of damaged items safely
6	Maintain sterilizer equipment	6.1 Clean and maintain sterilisers as per manufacturer's specifications and as specified in current Australian standard/s
		6.2 Conduct and document regular monitoring, validation and calibration of sterilisers
		6.3 Follow and document regular maintenance

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	program
	6.4 Recognise and report steriliser operation faults and incidents and take corrective action
7 Maintain awareness of implications of premises layout and maintenance for control of infection risks	7.1 Arrange premises layout, equipment location, ventilation and movement of people to minimise risk of transmission of infection
	7.2 Design surfaces, fixtures and fittings to allow easy cleaning and discourage accumulation of moisture and soil
	7.3 Configure work areas to ensure separation of sterile, clean and dirty instruments, equipment and linen
	7.4 Ensure hand washing basins, hand cleaning agents and hand drying materials are appropriately located for easy access
	7.5 Ensure cleaning areas are separated from treatment/procedure area
	7.6 Ensure clean and dirty storage areas are physically separated
	7.7 Clean storage areas regularly and ensure they are free of moisture
8 Comply with infection control regulations and standards, and related legal obligations	8.1 Maintain appropriate registration or licensing of premises or practice
	8.2 Comply with occupational health and safety laws
	8.3 Comply with laws relating to profession or occupation
	8.4 Obtain client consent to treatment
	8.5 Comply with infection control regulations, standards and guidelines

Required Skills and Knowledge

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To demonstrate competence for this unit the worker must acquire the essential knowledge and skills described:

Essential knowledge:

Aetiology of infection

Sources of infection and means of transmission

Principles of risk management in relation to infection control

Standard and additional precautions as defined by the national health and medical research council (NHMRC) or other authoritative resource

Knowledge of reference documents relating to infection control regulations, guidelines, Australian standards and organisation policy and procedure relevant to the office practice and the health care worker's role

Procedures and practices that support infection control measures and prevent transmission of infection

Cleaning and disinfection procedures

Procedures for responding to spills

Procedures for notification and response to needlestick or sharps injury

Impact of premises layout and workflow on infection control risks

Legal responsibilities in relation to infection control, sterilizing, registration or licensing of business, conduct of profession or occupation, and maintenance of premises relevant to the office practice and the health care worker's role

Essential skills:

Ability to:

Apply standard and additional precautions

Correctly and safely use personal protective equipment

Apply risk management principles to infection control risks in particular work area

Apply skin preparation procedures

Apply cleaning, disinfection and sterilizing procedures for instruments, equipment and implantable items where appropriate to office practice and health care worker's role

Operate steriliser, including:

packaging of items

loading

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monitoring

validation

calibration and

documentation requirements if appropriate to office practice and health care worker's role

Use aseptic techniques if appropriate to office practice and health care worker's role

Apply AS 4815 and AS 4187 where applicable to office practice and health care worker's role

Use cleaning procedures, including selection, safe use and storage of cleaning agents

Use correct waste segregation and disposal practices

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate this competency unit:	This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions Assessment of Elements 5 and 6 will not apply to an office practice that is not required to undertake sterilising in accordance with regulations, standards and guidelines A diversity of assessment tasks is essential for holistic assessment Assessment may be conducted on more than one occasion to cover a variety of situations Consistency of performance should be demonstrated over the required range of workplace situations: application of contemporary work practices and standards for infection control within work area application of standard and additional precautions application of cleaning, disinfection and sterilising techniques and procedures where

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	appropriate
Context of and specific resources for assessment:	Resource requirements include access to: Applicable Regulations, standards and Guidelines Applicable State and Territory Health Laws and Regulations National Health and Medical Research Council Guidelines for Infection Control Various state and territory government standards and guidelines Australian standards in relation to sterilizing, sterilizers, clinical waste and sharp medical items Infection Control Guidelines published by applicable professional associations Policy and procedure manuals of the office practice Manufacturer's recommendations and operating manuals for the office practice steriliser Duty statements and/or job descriptions
Method of assessment	Observation in the workplace is essential Evidence of essential knowledge and understanding may be provided by: traditional or online (computer-based) assessment Written assignments/projects Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice Questioning Staff and/or client feedback Supporting statement of supervisor Authenticated evidence of relevant work

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	experience and/or formal/informal learning
	Role play/simulation
Access and equity considerations:	All workers in the health industry should be aware of access and equity issues in relation to their own area of work
	All workers should develop their ability to work in a culturally diverse environment
	In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
	Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Office practice settings may include:	General practitioner rooms
	Dental prosthetic clinics
	Dental laboratories
	Specialists consulting rooms/clinics
	Clinics or rooms where skin penetration procedures are undertaken (e.g. Tattooists, body piercers, beauty therapists)

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	Physiotherapy or chiropractic rooms
	Sports medicine clinics
Health care workers may include:	Professionals, practitioners, staff and contract workers in office practice settings
	Owners and operators of office practices
Regulations, **standards and guidelines may include**:	Various applicable state and territory health laws and regulations
	National Health and Medical Research Council Guidelines for Infection Control
	Various State and Territory standards and Guidelines
	Australian standards in relation to sterilizing, sterilizers, clinical waste and sharp medical items; and in particular AS 4815 and AS 4187
	Infection Control Guidelines published by Professional Associations
	Relevant industry codes of practice
	Policy and procedure manuals of the office practice
	Manufacturer's recommendations and operating manuals
	Standard and Additional Precautions are as defined in National Health and Medical Research Council Guidelines for Infection Control or other authoritative resource document
Organisation policy and procedure may relate to:	Methods of handwashing (routine and surgical)
	Personal protective equipment
	The setting up of the treatment area in preparation for a client/ visit
	The defined areas of contamination that require protective barriers and cleaning

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	between clients
	Change-over procedures between clients
	Management of blood or body fluid spills
	Notification and response to sharps injuries
	Handling and disposal of sharps
	Waste segregation, disposal and management
	Management of blood/body fluid exposure
	Procedures for the containment and cleaning of spills
	Processing of reusable items - cleaning, packaging, sterilisation, disinfection,
	Storage
	Processing of radiographs
	Quality control mechanisms, including documentation of maintenance and monitoring programs for equipment
	Staff immunisation requirements
	Single-use items
	Solo operators (those professionals that do not have access to assistants during direct client contact)
	Continuing education
	Recording of information during client treatment
	Use of computers and computer-run equipment during client treatment
	Management of water lines which have direct client contact
Workplace infection control risks may include:	Sharps
	Waste
	Human waste and human tissue
	Body fluids
	Spills
	Personal contact with infectious clients
	Wet areas

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	Stagnant water
	Stock, including sterile packs or food which has passed 'used-by' dates
	Chemicals
	Animals, insects and vermin
	Incorrect concentration of disinfectants
Cleaning agents may include:	Cleaning chemicals
	Disinfectants
Personal protective equipment may include:	Gloves
	Eye and/or facial protection
	Masks
	Gowns and aprons
	Footwear
	Safe needle handling systems
Waste may include:	Clinical and contaminated waste
	General waste
	Heavy metals
	Sharps
	Chemicals
	Radiographic solutions
	Amalgam
	Hazardous substances
Disinfection may be:	Thermal disinfection
	Chemical disinfection

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Unit Sector(s)

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SIRXCCS002A Interact with customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to deliver service to customers. It entails being able to communicate effectively with customers, respond to their complaints, receive and process sales orders and identify special customer requirements.

Application of the Unit

Application of the unit This unit applies to frontline service personnel. It requires the team member to demonstrate consistent application of store policies and industry codes of practice to provide a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure, and to accurately identify and resolve customer complaints.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Deliver service to customers.	1.1 Conduct ***communication*** with ***customers*** in a professional, courteous manner according to ***store policy***.
	1.2 Meet ***customer needs*** and reasonable requests or refer to supervisor according to store policy and ***legislative requirements***.
	1.3 Record customer details and information where necessary.
	1.4 Identify and anticipate possible problems and take action to minimise the effect on customer satisfaction.
	1.5 Recognise and act upon opportunities to deliver additional levels of ***service*** beyond the customer's immediate request.
	1.6 Maintain contact with customer until sale is completed according to store policy.
	1.7 Farewell customer appropriately and courteously

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ELEMENT	PERFORMANCE CRITERIA	
		according to store policy.
	1.8	Use verbal and non-verbal communication to develop rapport with customers during service delivery.
	1.9	Encourage repeat customers by promotion of appropriate services or products according to store policy.
	1.10	Process customer returns or refunds according to store policy and procedures.
2 Respond to customer complaints.	2.1	Convey a positive, helpful attitude to customers when handling ***complaints*** according to store policy.
	2.2	Handle complaints sensitively, courteously and with discretion.
	2.3	Establish and confirm with customer nature of complaint by active listening and questioning.
	2.4	Take action to resolve complaint to customers' satisfaction wherever possible.
	2.5	Promptly refer unresolved customer dissatisfaction or complaints to supervisor.
	2.6	Take the opportunity to turn incidents of customer dissatisfaction into a demonstration of high-quality service to customers according to store policy.
	2.7	Complete documentation regarding customer dissatisfaction or complaints accurately and legibly.
	2.8	Take ***follow-up action*** as necessary to ensure customer satisfaction.
3 Receive and process sales orders.	3.1	Record customers' details and information accurately.
	3.2	Promptly refer customers to appropriate area as required.
	3.3	Provide customers with information in clear, concise manner.
	3.4	Process, record and act upon ***sales orders*** according to store policy.
4 Identify special customer requirements.	4.1	Promptly identify customers with special needs or requirements by observation and questioning.
	4.2	Verbally and non-verbally convey a willingness to assist.

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ELEMENT	PERFORMANCE CRITERIA
	4.3 Promptly service, refer or redirect customers' needs as required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- greeting and farewelling techniques
- add-on selling concepts
- literacy skills in the following areas:
  - written procedures for orders, in person, by telephone or in electronic format
  - message taking in person or by telephone
  - written record of complaints
  - sales, stock and delivery documentation
- numeracy skills in regard to:
  - handling of tender
  - weighing and measuring goods.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - customer service
  - dealing with customer complaints
  - allocated duties and responsibilities
  - customer returns and refunds
  - lay-by, gift voucher and rain-check procedures
- merchandise and service range of store departments
- location of store departments
- functions and procedures for operating the store telephone system and other communication equipment and the relevant numbers
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant OHS requirements
- questioning and active listening

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REQUIRED SKILLS AND KNOWLEDGE

- conflict resolution
- following set routines and procedures
- handling difficult or abusive customers.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures and industry codes of practice in regard to customer service
- provides a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service and sales procedure
- accurately identifies the nature of customer complaints, resolves complaints and provides service to customers according to store policies
- uses effective questioning, active listening and observation skills to identify special customer requirements
- accesses, records and processes sales orders accurately and responsibly according to store policy and procedures
- collaboratively works within a team to meet customers' needs.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - sales order forms
  - complaint and return forms
  - stock, inventory and price lists

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EVIDENCE GUIDE

- store policy and procedures manuals
- a range of customers with different requirements
- point-of-sale equipment and materials
- a communication system or a range of communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXRSK001A Minimise theft
- SIRXINV001A Perform stock control procedures
- SIRXFIN001A Balance point-of-sale terminal.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Communication techniques may include:	• using open and inclusive language • speaking clearly and concisely • using appropriate language • non-verbal communication • face-to-face or telephone contact with customers.
Customers may include:	• new or repeat contacts • internal and external contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Store policy may relate to:	• customer service • dealing with customer complaints • processing sales orders • cash handling.
Customer needs may include:	• information regarding store facilities and services • location of specific items within the store • product information • returns or refunds.
Legislative requirements may include:	• Trade Practices Act • tobacco laws • lottery legislation • liquor licensing regulations • sale of X and R rated products • sale of second-hand goods • trading hours • transport, storage and handling of goods.

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RANGE STATEMENT

Service may include:	• all store activities • internal and external customers • follow up in event of delays in service provision.
Complaints may relate to:	• service • products • prices.

Follow-up action may require:	• verbal and non-verbal communication with:
	  • customers
	  • staff
	  • supervisors and management
	  • suppliers
	• recommendations to supervisor regarding policy and procedure development or alteration.

Sales orders may be:	• verbal • written • electronic.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Client and Customer Service

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SIRXCCS003A Coordinate interaction with customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to coordinate interaction with customers. It involves implementing customer service standards, implementing store policy regarding customer complaints, communicating with management, and leading a customer service team.

Application of the Unit

Application of the unit This unit requires a demonstrated ability to coordinate a customer service team, provide accurate feedback to management on operational and procedural matters related to customer service, and supervise the resolution of customer complaints according to store policy. Those with managerial responsibility undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Implement customer service standards.	1.1 Monitor ***service standards*** according to ***store policy***. 1.2 Identify deficiencies in service and take action as required according to store policy. 1.3 Convey store and ***legislative policy and procedures*** in relation to customer service provision to ***team*** members. 1.4 Give ***feedback*** on quality of service provision to team members and management on a regular basis.
2 Implement store policy regarding customer complaints.	2.1 Monitor service standards to ensure store policy in regard to customer complaints is implemented by sales staff. 2.2 Authorise, action, or refer to a higher authority procedures to resolve customer complaints according to store policy.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Satisfy customers' special needs where appropriate according to store policy.
3 Communicate with management.	3.1 Refer to management current store policies on customer service issues that may affect the operation of the department or section.
	3.2 Provide ***operational information*** to management and other supervisors in order to facilitate customer service planning.
4 Lead customer service team.	4.1 Interpret store policy and procedures and apply to store operation.
	4.2 Motivate team to achieve a high standard of service to customers.
	4.3 Ensure team access to current information on staff issues and operations.
	4.4 Clarify, plan and allocate team tasks in consultation with staff to ensure effective day-to-day store operations and efficient use of human resources.
	4.5 Inform team of changes in store service policy and procedures that affect their roles and responsibilities.
	4.6 Provide feedback to team in regard to achievement or non-achievement of agreed service standards and performance targets.
	4.7 Encourage team members to contribute feedback in regard to achievement of performance targets.
	4.8 Handle routine problems using appropriate ***problem-solving*** techniques and refer to management if required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- interpersonal communication skills, including:
  - giving feedback
  - coaching
  - performance analysis
  - questioning, listening and observation
  - group presentation
  - team motivation
  - negotiation
  - team leadership
  - verbal and non-verbal communication
- literacy skills in regard to:
  - completing a proforma for feedback to management
  - reading and interpreting store policy and procedures.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - customer service
  - customer complaints about products or individual staff
  - staff supervision
  - monitoring team performance
  - discipline
  - grievance handling
  - allocating duties and responsibilities
  - meetings
  - store appraisal
- merchandise and service range of the store
- lines of communication to staff and management
- relevant legislation and statutory requirements
- relevant industry codes of practice
- interpersonal communication techniques.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- proactively coordinates a team in the provision of quality customer service according to store policy by:
  - consulting with staff
  - allocating tasks
  - conveying relevant information
  - applying store policy
  - monitoring performance
  - identifying deficiencies
  - providing feedback
  - motivating staff
  - solving routine problems
- provides accurate feedback to management on operational and procedural matters related to provision of customer service
- supervises the resolution of customer complaints according to store policy.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - reporting proformas
  - legislation and statutory requirements
  - industry codes of practice
- a range of customers with different requirements
- a client service team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

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- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Service standards may apply to:

- all store activities
- internal and external customers.

Store policy may relate to:

- customer service
- staff supervision
- dealing with customer complaints.

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RANGE STATEMENT

Legislative policies and procedures may include:	• Trade Practices Act • tobacco laws • lottery legislation • liquor licensing regulations • sale of X and R rated products • sale of second-hand goods • trading hours • transport, storage and handling of goods.
Teams may include:	• small work teams • store team • corporate team.
Feedback may include:	• verbal reports • written reports • presentations • informal and formal meetings.
Customers may include:	• new and existing customers • internal or external customers • customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities • customers with routine or special needs.
Operational information may include:	• varying levels of staff training • routine or busy trading times • sales trends.
Problem solving may be affected by:	• store policy and procedures • resource implications.

Unit Sector(s)

Sector Cross-Sector

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Competency field

Competency field Client and Customer Service

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SIRXCLM001A Organise and maintain work areas

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to maintain and organise work areas in a retail environment. It involves applying personal hygiene practices and the organised use of equipment and chemicals to keep the workplace tidy, clean and safe.

Application of the Unit

Application of the unit This unit requires the team member to demonstrate and apply knowledge of workplace policies, legislative requirements and manufacturer instructions in order to utilise tools, chemicals and equipment for the safe and efficient cleaning, organisation and maintenance of work areas. Frontline service personnel are responsible for this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Organise work area.	1.1 Maintain ***work areas*** in a safe, uncluttered and organised manner according to ***store policy and procedures***.
	1.2 Carry out all ***routines*** safely, effectively and efficiently with minimum inconvenience to ***customers*** and ***staff*** according to store policy.
	1.3 Apply store policy and procedures for tidying work areas and placing items in designated areas.
2 Clean work area.	2.1 Apply store policy and procedures for personal hygiene.
	2.2 Apply store policy and procedures for cleaning of work area.
	2.3 Remove and dispose of waste promptly according to store policy and ***legislative requirements***.
	2.4 ***Report*** spills, food, waste, or other potential hazards to ***relevant personnel*** and remove from floors according to store policy and legislative requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Promptly display signage in regard to ***unsafe areas***.
	2.6 Maintain equipment and consumable materials and store correctly after use.
	2.7 Use and clean ***tools and equipment*** (including guards) according to manufacturer instructions and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- using and maintaining cleaning equipment
- using and storing chemicals, hazardous substances and flammable materials
- using electrical and other equipment safely
- literacy and numeracy skills in reading and understanding manufacturer instructions
- reading and understanding warning labels and instructions for the use of chemicals and hazardous substances.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - housekeeping
  - use and maintenance of store cleaning equipment
  - personal hygiene
  - waste disposal and environmental protection
  - reporting problems and faults
- relevant OHS regulations
- relevant labels to identify chemicals and hazardous substances, HAZCHEM labels
- manufacturer instructions for use of cleaning materials or hazardous substances
- manufacturer instructions for use of cleaning equipment
- relevant legislation and statutory requirements
- relevant industry codes of practice.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies housekeeping duties to work area, point-of-sale terminals, walkways, fixtures and display areas
- consistently applies safe working practices in the operation and maintenance of a range of cleaning and housekeeping equipment according to:
  - store policy and procedures
  - OHS legislation and codes of practice
  - industry codes of practice
  - manufacturer instructions and design specifications
- applies store housekeeping program for work area and reports faults and problems to relevant person or department
- reads, interprets and applies manufacturer instructions for cleaning products, tools and equipment
- completes tasks in set timeframe.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- cleaning and store housekeeping equipment and materials
- relevant documentation, such as:
  - store policy and procedures manuals on housekeeping, cleaning and OHS
  - manufacturer instructions and operation manuals on cleaning equipment and materials
  - manual handling regulations and industry codes of practice
  - plant and equipment regulations.

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EVIDENCE GUIDE

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCOM001A Communicate in the workplace
- SIRXIND001A Work effectively in a retail environment
- SIRXOHS001A Apply safe working practices
- SIRXICT001A Operate retail technology.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the

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RANGE STATEMENT

performance criteria is detailed below.

Work areas may include:	• counters • benches • sinks • storage areas • point-of-sale terminals • point-of-sale areas • preparation areas • walkways and aisles • displays • fixtures and working surfaces.

Store policy and procedures may relate to:	• housekeeping practices
	• personal hygiene
	• maintenance and storage of cleaning equipment
	• use and storage of cleaning chemicals
	• job descriptions and responsibilities
	• OHS
	• interaction with:
	  • customers
	  • other team members
	  • supervision and management.

Handling and cleaning ***routines*** may vary according to:	• stock characteristics • industry codes of practice.
Customers may include:	• new or repeat contacts • internal and external contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Staff may be:	• management • other staff members

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RANGE STATEMENT

- full-time, part-time, contract or casual staff
- from within or outside own work team
- from a range of social, cultural and ethnic backgrounds.

Legislative requirements may include:

- federal, state and local health and hygiene
- waste removal
- environmental protection
- transport, storage and handling of goods
- hazardous substances and dangerous goods
- labelling of workplace substances
- OHS
- use of protective clothing and equipment.

Reporting may be conducted:

- face to face
- by email
- by phone
- by fax.

Relevant personnel may include:

- manager
- area supervisor
- team leader
- colleagues.

Unsafe areas may include:

- spills
- sharp edges
- loose wiring
- customer and public areas
- staff-only areas.

Tools and equipment may relate to:

- point of sale
- cleaning
- display and promotion
- food preparation
- storage.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Cleaning and Maintenance

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SIRXCOM001A Communicate in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required for effective communication with customers and other staff in the workplace. It involves establishing contact with customers, processing information, working in a team, maintaining personal presentation, following routine instructions, and reading and interpreting retail documents.

Application of the Unit

Application of the unit This unit relates to frontline service staff and supervisors. It requires the team member to demonstrate the ability to select and use verbal and non-verbal communication techniques to interact with colleagues and customers in a positive and inclusive manner, and to interpret and generate workplace information in a variety of formats.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish contact with customers.	1.1 Maintain a welcoming ***customer*** environment. 1.2 Greet customer warmly according to ***store policy and procedures***. 1.3 Create effective service environment through ***verbal and non-verbal interaction*** according to store policy and procedures. 1.4 Use ***questioning*** and active listening to determine customer needs. 1.5 Demonstrate confidentiality and tact.
2 Process information.	2.1 Answer telephone according to store procedures. 2.2 Use questioning and active listening to identify caller and accurately establish and confirm requirements.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Use telephone system functions according to instructions.
	2.4 Record and promptly pass on messages or ***information***.
	2.5 Inform customer of any problems and relevant action being taken.
	2.6 Perform follow-up action as necessary.
3 Communicate with customers and colleagues from diverse backgrounds.	3.1 Value and treat with respect and sensitivity customers and ***colleagues*** from different cultural groups.
	3.2 Consider cultural differences in all ***verbal and non-verbal communication***.
	3.3 Use gestures or simple words to communicate where language barriers exist.
	3.4 Obtain assistance from colleagues or supervisors when required.
4 Work in a team.	4.1 Demonstrate a courteous and helpful manner at all times.
	4.2 Complete allocated tasks willingly according to set timeframes.
	4.3 Actively seek or provide assistance by approaching other ***team*** members when difficulties arise.
	4.4 Identify lines of communication with supervisors and peers according to store policy.
	4.5 Encourage, acknowledge and act upon constructive feedback provided by other team members.
	4.6 Use questioning to minimise misunderstandings.
	4.7 Identify and avoid signs of potential workplace conflict wherever possible.
	4.8 Demonstrate participation in team ***problem solving***.
5 Read and interpret retail documents.	5.1 List and describe a range of ***retail documents***.
	5.2 Read and interpret information from a range of retail documents.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- demonstrated use of positive and inclusive language
- questioning and listening
- resolving conflict
- negotiating
- managing stress
- demonstrating self-esteem
- literacy skills in regard to reading and understanding workplace documentation, such as store policies and procedures and retail documents.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - internal and external customer contact
  - verbal and non-verbal presentation
  - code of conduct
  - allocated duties and responsibilities
- goods and services provided by the store
- location of store departments
- functions and procedures for operating telephones and other communication equipment.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

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EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- provides a consistently welcoming environment by treating customers in a courteous and helpful manner
- uses effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- interprets and communicates information to customers, supervisors and peers both face-to-face and via other electronic communication equipment
- accesses, comprehends and processes information accurately according to store policy and procedures
- consistently follows routine instructions and seeks advice and assistance if required
- participates actively and positively within a workplace team.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - stock, inventory or price lists
  - lay-by, credit and product return slips
  - store policy and procedures manuals
- a range of customers with different requirements
- a range of communication equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the

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EVIDENCE GUIDE

	industry sector, workplace and job role is recommended, for example: • SIRXIND001A Work effectively in a retail environment • SIRXOHS001A Apply safe working practices • SIRXCLM001A Organise and maintain work areas • SIRXICT001A Operate retail technology.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Customers may include:	• new or repeat contacts • internal and external contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Store policy and procedures may relate to:	• contact with customers • job descriptions and responsibilities • interaction with other team members

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RANGE STATEMENT

	• interaction with supervision and management • induction process.
Verbal and non-verbal interaction may occur with:	• external customers • internal contacts, including management and other team members.
Questioning may involve the following communication techniques:	• using open and inclusive language • speaking clearly and concisely • using appropriate language • non-verbal communication.
Information may include:	• telephone • written • electronic media such as email • verbal feedback • observation.
Colleagues may include:	• management • other staff members • full-time, part-time, casual or contract staff
Verbal and non-verbal communication may include:	• speaking and listening • reading and writing • body language • facial expression.
Teams may include:	• small work teams • store team • corporate team.
Problem solving may be affected by:	• store policy and procedures • resource implications.

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RANGE STATEMENT

Retail documents may include:

- stock sheets
- planograms
- timetables, staff record forms
- lay-by slips
- credit slips
- product return slips
- manufacturer instructions
- telephone message pads.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Communication

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SIRXHRM001A Administer human resources policy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to plan and manage human resources.

Application of the Unit

Application of the unit This unit involves implementing staffing levels, monitoring staff performance, identifying and minimising potential industrial relations problems and developing and implementing training plans.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Implement staffing levels.	1.1 Maintain and monitor ***store policy and procedures*** in regard to ***staffing levels***.
	1.2 Maintain store staffing plans involving total store operation.
	1.3 Ensure store staffing plan is comprehensive, concise and easily understood by ***staff and management***.
	1.4 Base all staffing figures on accurate and current information.
	1.5 Develop ***contingency plans*** to cope with extreme situations.
	1.6 Identify, analyse and rectify staff turnover problems as required by store policy.
2 Monitor staff performance.	2.1 Analyse, monitor and maintain store policy and procedures in regard to staff performance requirements.
	2.2 Conduct performance appraisal and counselling interviews

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ELEMENT	PERFORMANCE CRITERIA	
		as required according to store policy.
	2.3	Give clear, constructive ***feedback*** on performance at a level and pace appropriate to the team member.
	2.4	Recognise performance and achievement and encourage individuals to contribute to their own assessment.
	2.5	Encourage individuals to contribute to improving policy and procedures.
	2.6	Discipline and counsel staff as required according to store policy and ***statutory requirements***.
	2.7	Implement staff dismissals according to store policy and procedures and statutory requirements.
	2.8	Conduct terminal and exit interviews according to store policy and procedures and statutory requirements.
	2.9	Accurately and completely record details of all procedures and made available to authorised personnel.
3 Identify and minimise potential industrial relations problems.	3.1	Develop and implement strategies in regard to ***interpersonal conflict*** and dispute resolution according to store policy and procedures.
	3.2	Actively encourage consultation and cooperation within team.
	3.3	Provide constructive support to resolve problems where interpersonal conflict arises.
	3.4	Accurately ***communicate*** current dispute resolution and grievance procedures to team members.
	3.5	Concisely and accurately record details of proceedings and make available to authorised personnel.
	3.6	Treat team members with integrity, respect and compassion.
4 Develop and implement training plans.	4.1	Develop ***training objectives and activities*** based on considered assessment of existing individual and team competencies, potential competency and career aspirations according to store policy.
	4.2	Regularly review, update and improve training plans in consultation with staff and management.
	4.3	Ensure training plans contain clear, realistic ***objectives***.

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Encourage and assist individuals to evaluate their own development and training needs and to contribute to development planning and review.
	4.5 Plan training activities to optimise the use of available resources.
	4.6 Identify training needs using accurate and current information.
	4.7 Clearly define training requirements relating to specific competencies necessary to perform a specified role or function.
	4.8 Provide ongoing training information to all staff.
	4.9 Delegate responsibility for training to ***specific staff***.
	4.10 Document planned training needs and specified outcomes.
	4.11 Monitor and maintain budget in regard to training and assessment of staff according to store policy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - conduct performance appraisal and counselling and terminal and exit interviews
  - give feedback and provide information
  - encourage individual contribution and evaluation of training and development needs
  - discipline and counsel staff and resolve conflicts
  - encourage consultation and cooperation in the team through clear and direct communication
  - ask questions to identify and confirm requirements,
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- analysing training needs

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REQUIRED SKILLS AND KNOWLEDGE

- monitoring staff performance
- conducting performance appraisal
- negotiating
- literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
  - numeracy skills in regard to interpreting and maintaining data.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - staffing
  - performance appraisal
  - employee relations
  - staff development
- relevant statutory, legal and industrial relations requirements in regard to:
  - monitoring staff performance
  - counselling
  - disciplinary procedures
  - dismissal procedures
  - agreements, awards and wages and conditions
  - anti-discrimination
  - equal opportunity
  - sexual harassment
  - OHS
- a range of responsibilities and job descriptions
- Australian apprenticeship legislation
- Training Packages and competency standards
- store staffing plan
- staff levels and turnover
- existing competencies
- resources available for training
- principles and techniques in training and development.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maintains and monitors optimum staff levels according to store policy and procedures by:
  - maintaining staffing plans
  - communicating with staff and management
  - developing contingency plans
  - analysing and rectifying staff turnover problems
- maintains and monitors staff performance according to store policy and procedures and according to legislation and statutory requirements by:
  - monitoring and analysing performance
  - identifying performance and skill gaps
  - applying on the job training and coaching processes to develop employees
  - developing performance improvement plans
  - conducting performance appraisal interviews
  - demonstrating discipline and counselling processes
  - demonstrating dismissal processes
- accurately records and maintains details of staff performance procedures, taking into account privacy requirements
- communicates with team members to minimise potential industrial relations problems
- develops, implements and evaluates relevant and effective training plans aligned to business goals and company policies.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures on employee relations and staff development

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EVIDENCE GUIDE

- legislative requirements
- store staffing plan
- job descriptions

- statutes, awards and agreements relating to:
  - monitoring staff performance
  - performance appraisal
  - counselling
  - disciplinary procedures.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- research report
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• employee relations and staff development • systems for recording employee relations information.
Staffing levels may vary according to:	• peak trading times • special events • promotion • stocktakes • refurbishment.
Staff and management may include:	• full-time, part-time, casual or contract staff • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Contingency plans may include:	• unpredicted staff shortages • unpredicted customer demand • accidents or emergencies.
Techniques for providing ***feedback*** may include:	• using open and inclusive language • speaking clearly and concisely • using appropriate language • non-verbal communication.
Statutory requirements and legislation may include:	• equal employment opportunity (EEO) • Australian apprenticeships • disciplinary procedures • awards and agreements • wages and conditions • anti-discrimination

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RANGE STATEMENT

- sexual harassment
- OHS
- privacy.

Interpersonal conflict:

- may occur with or between:
  - individuals
  - teams
  - customers
  - management
- may be minimised:
  - formally
  - informally
- is minimised to:
  - promote effective working relationships
  - prevent disciplinary or grievance procedures becoming necessary.

Methods to ***communicate*** information may include:

- verbal
- written, including email.

Training objectives and activities may relate to:

- existing staff competencies
- level of competencies required by staff
- budget allocation for staff training.

Objectives may apply to:

- individuals
- teams
- managers.

Specific staff responsible for training may include:

- supervisor and manager
- training coordinator
- external consultant.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Human Resources Management

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SIRXHRM002A Recruit and select personnel

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to recruit and select personnel.

Application of the Unit

Application of the unit This unit involves defining future personnel requirements, determining job specifications, evaluating and selecting applicants, and recruiting staff. Staff with managerial responsibilities perform this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Define future personnel requirements.	1.1 Accurately identify ***store policy and procedures*** in regard to ***staffing levels***.
	1.2 Access and utilise accurate and current ***information*** to define personnel requirements.
	1.3 Clearly identify competencies and attitudes required of ***staff members*** and ***teams***.
	1.4 Consult ***relevant personnel*** as required.
	1.5 Support estimates of ***staffing requirements*** with ***appropriate calculations*** where necessary.
2 Determine job specifications.	2.1 Ensure ***job specifications*** accurately reflect the role that the appointee will play in relation to the team as a whole.
	2.2 Take into account the views and requirements of all relevant personnel prior to completing the specification.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Write clear and concise job specifications according to ***relevant legislation***.
	2.4 Confirm specifications with relevant personnel prior to recruitment action according to store policy.
3 Recruit staff.	3.1 Maintain and monitor ***staff recruitment procedures***.
	3.2 Advertise employment vacancies internally and externally according to store policy.
	3.3 Conduct job interviews and ***employment appraisal tests*** according to store policy.
	3.4 Enact staff selection policy and procedures to comply with equal opportunity and equal employment opportunity legislation.
	3.5 Ensure wages and conditions comply with relevant awards and agreements and store policy.
4 Assess and select applicants.	4.1 Conduct assessment and selection process according to store policy and procedures and legal requirements.
	4.2 Judge information obtained from each candidate against specified selection criteria, and note any additional influencing factors.
	4.3 Promptly seek advice from relevant personnel where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria.
	4.4 Identify and correct unintended deviations from agreed procedures before making selection decisions.
	4.5 Maintain complete, accurate and clear ***records*** of assessment and selection processes.
	4.6 Ensure selection recommendations are communicated to authorised personnel only.
	4.7 Promptly and accurately inform all candidates of selection decisions following each stage of the selection process.
	4.8 Promptly communicate recommendations for improvements to any aspect of the selection process to appropriate personnel.
	4.9 Ensure that assessment and selection processes used and evidence gained justify the selection choice.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interviewing skills
- interpersonal communication skills to:
  - consult personnel
  - confirm specifications,
  - seek advice and communicate recommendations
  - conduct interviews and inform candidates of results through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- presentation skills
- evaluating information from resumes, letters, references, interviews and aptitude tests against criteria
- checking references, security clearances and personal documentation
- obtaining information from candidates at interview
- literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - writing clear accurate job descriptions and specifications
  - preparing reports
  - recording details of processes
  - documenting results.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - job role and responsibilities
  - personnel planning, including current and projected staff numbers
  - recruitment , assessment and selection of candidates
- relevant legislation and statutory requirements, including:
  - equal opportunity and equal employment opportunity (EEO) legislation
  - awards and agreements

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REQUIRED SKILLS AND KNOWLEDGE

- anti-discrimination
- recruitment sourcing methods
- government subsidies and support functions for traineeships
- Australian apprenticeships
- Training Packages and competency standards
- principles and techniques in:
  - interpersonal communication
  - identifying competency requirements in relation to work demands
  - identifying, defining and assessing competency of individuals
  - consultation
  - interviewing
- knowledge of special needs in relation to recruitment and selection, including reasonable adjustments for interviews, interview techniques and provision of appropriate documentation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• identifies existing and required competencies and attitudes of individuals and teams
	• develops job specifications to effectively meet the needs of the store and company
	• recruits suitable staff according to:
	  • relevant store policy and procedures
	  • relevant legislation
	  • relevant awards and agreements
	• assesses and selects candidates according to store policy and procedures and legal requirements
	• accurately records selection processes.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures on personnel planning, selection and recruitment
  - equal opportunity and equal employment opportunity (EEO) legislation
  - awards and agreements
- job descriptions and specifications.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• personnel planning • selection and recruitment • maintaining records.
Staffing levels may vary according to:	• peak trading cycles • special events • promotion • stocktakes • market trends.
Sources of accurate and current ***information*** may include:	• colleagues, supervisors and managers • store records • personal observation and experience • store policy and procedures documents • unions • industry associations.
Staff members may include:	• full-time, part-time, casual or contract staff • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Teams may include:	• small work teams • store team • corporate team.
Relevant personnel may include:	• internal or external consultants • employees

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RANGE STATEMENT

- supervisors
- human resources personnel
- store and area manager.

Staffing requirements may include:

- permanent
- temporary
- full-time
- part-time
- casual
- contract.

Appropriate calculations may include:

- financial considerations
- current and projected staff numbers
- current staff competencies and estimation of competencies required
- succession planning
- personnel forecasts
- business plan and strategic directions.

Job specifications should include:

- job title and purpose of position
- responsibilities
- competencies required.

Relevant legislation may include:

- equal employment opportunity (EEO)
- anti-discrimination
- awards and agreements
- confidentiality laws.

Staff recruitment procedures may be delegated to:

- individuals
- specialist personnel.

Employment appraisal tests may include:

- assessment of relevant competencies
- personality profiling.

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RANGE STATEMENT

Records may be:

- manual
- electronic
- access restricted.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Human Resources Management

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SIRXICT001A Operate retail technology

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

Application of the Unit

Application of the unit This unit requires the skilled operation and maintenance of a range of retail equipment, including point-of-sale systems, keyboards and data entry equipment according to manufacturer instructions, design specifications, store policy and designated timeframes. This work is undertaken with some supervision and guidance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Maintain retail equipment.	1.1 Identify purpose of ***equipment*** used in store or department.
	1.2 Operate equipment according to design specifications and ***safety requirements***.
	1.3 Identify equipment faults and report to ***relevant personnel***.
	1.4 Identify and apply maintenance program for retail equipment according to ***store policy and procedures***.
2 Apply keyboard skills.	2.1 Operate keyboard using typing techniques within designated speed and accuracy requirements.
	2.2 Enter and edit information accurately.
3 Operate data entry equipment.	3.1 Enter data using relevant equipment according to store policy and procedures.

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ELEMENT	PERFORMANCE CRITERIA
	3.2 Operate price marking equipment according to manufacturer instructions and store policy.
	3.3 Enter data accurately and within designated time limits.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- completing tasks in set timeframe
- dealing with different types of transactions
- following common fault-finding procedures
- operation and use of store retail equipment
- literacy and numeracy skills in regard to:
  - reading store procedures for operating equipment
  - data entry
  - performing point-of-sale transactions.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - the operation of store retail equipment
  - maintenance of store retail equipment
  - reporting problems and faults
- relevant legislation and statutory requirements
- relevant OHS regulations
- relevant industry codes of practice
- purpose and impact of using electronic technology
- operation and maintenance of store retail equipment
- licensing requirements for carrying and moving merchandise (if applicable).

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- operates a range of store retail equipment according to store policy and procedures and industry codes of practice
- operates and maintains a range of store retail equipment according to manufacturer instructions and design specifications
- applies store maintenance program and reports faults and problems
- consistently applies safe working practices in the operation and maintenance of store retail equipment according to OHS legislation and codes of practice
- reads and interprets operation manuals to solve routine faults and errors and maintains and uses equipment effectively
- uses keyboard skills to enter and edit data accurately
- completes tasks in set timeframe.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - store policy and procedure manuals
  - manufacturer instructions and operation manuals
- a range of store retail equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback

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- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Equipment may include:

- point-of-sale terminals
- electronic bar coding equipment for price labelling and stocktaking
- portable data entry
- printers
- EFTPOS terminals
- electronic ordering equipment
- wrapping and packing equipment
- equipment for carrying or moving merchandise
- equipment for storage of merchandise, including refrigerators
- weighing machines

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RANGE STATEMENT

- thermometers
- security tag systems
- trolley return equipment
- computers
- scanners
- numerical keyboard equipment, including calculators.

Safety requirements may include:

- hazard identification (e.g. workplace inspections)
- emergency, fire and accident procedures
- personal safety procedures
- stress management
- procedures for the use of personal protective clothing and equipment
- reporting incidents and accidents in the workplace.

Relevant personnel may include:

- supervisor
- team leader
- manager.

Store policy and procedures in regard to:

- store administration
- clerical systems
- operating and maintaining retail equipment
- OHS.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Computer Operations and ICT Management

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Competency field Computer Operations and ICT Management

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SIRXIND001A Work effectively in a retail environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to work effectively in a retail environment. It involves acting responsibly and in a non-discriminatory manner, developing retail industry knowledge, including industrial award or agreement relevant to the job role, maintaining personal hygiene and presentation, and prioritising tasks.

Application of the Unit

Application of the unit This unit may apply to all service personnel. It requires the team member to demonstrate an understanding of workplace policies and legislation regarding work availability and rosters, work duties, and relevant awards or agreements. Demonstrated understanding of workplace culture, inclusive behaviour, effective management of personal presentation, hygiene, and time; and the ability to efficiently prioritise and complete tasks under instruction are also required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Act responsibly.	1.1 Provide notification of shift availability, or non-attendance for shift, according to set time frames and according to ***store policy and procedures***. 1.2 Interpret staff rosters accurately. 1.3 Recognise and describe ***organisational culture***.
2 Act in a non-discriminatory	2.1 Display ***non-discriminatory attitudes*** when interacting with ***customers***, ***staff or management***.

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ELEMENT	PERFORMANCE CRITERIA
manner.	2.2 Use non-discriminatory language.
3 Develop retail industry knowledge.	3.1 Identify and access ***sources of information*** on the retail industry. 3.2 Obtain ***information*** to assist with effective work performance and career planning within the retail industry. 3.3 Identify and interpret relevant awards and agreements. 3.4 Identify and analyse role of employee and employer associations in industrial relations system.
4 Maintain personal presentation.	4.1 Maintain personal dress and presentation in a neat and tidy manner. 4.2 Maintain personal hygiene according to store policy and ***legislation***.
5 Follow routine instructions.	5.1Receive and act upon instructions. 5.2 Use effective questioning to elicit information. 5.3 Assess, comprehend and act upon ***store information*** relevant to the particular task. 5.4 Plan and organise ***daily work routine*** within the scope of the job role. 5.5 Prioritise and complete ***tasks*** according to required timeframes.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

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REQUIRED SKILLS AND KNOWLEDGE

- interpersonal communication skills to:
  - follow routine instructions through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- ability to follow store policy and procedures
- maintaining personal presentation
- interpersonal communication skills, including:
  - non-discriminatory verbal and non-verbal communication
  - listening, questioning and observation
- literacy skills in reading and interpreting workplace documents.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - workplace ethics
  - shift availability or non-attendance
  - staff rosters
  - interpersonal conflict
  - dealing with grievances
  - personal animosity
  - discriminatory behaviour
  - harassment
  - staff counselling and disciplinary procedures
  - equal opportunity issues
  - part-time, casual, full-time work, contract employment
  - hygiene and self-presentation
- store organisational structure
- structure of the retail industry
- rights and responsibilities of employers and employees in retail workplace
- responsibilities under an Australian apprenticeship contract of training (if applicable)
- major changes affecting retail workplaces
- following set routines and procedures
- relevant legislation and statutory requirements, such as:
  - equal opportunity legislation
  - equal employment opportunity (EEO) legislation
  - anti-discrimination legislation
  - workplace relations

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REQUIRED SKILLS AND KNOWLEDGE

- industry awards and agreements.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- responsibly applies store policy and procedures in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties and job description
- recognises and describes the organisational culture of the workplace, including organisational structure, mission and goals
- applies store policy and procedures and legislative requirements in regard to internal and external client contact, especially the use of non-discriminatory language and attitudes
- knows employee's own rights and responsibilities in regard to awards and agreements
- identifies and describes the role of various parties, including employer and employee associations
- applies store policy and procedures in regard to personal dress, presentation, hygiene and code of conduct
- consistently meets store scheduling routines and uses time effectively.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - store or sample policy and procedures in regard to workplace ethics
  - store or sample job descriptions and organisational

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charts

- store or sample documentation regarding mission and goals for the company
- store or sample policy and procedures in regard to the rights and responsibilities of employers and employees in the workplace
- awards and agreements
- government legislation on equal opportunity, equal employment opportunity (EEO) and anti-discrimination
- store or sample policies on OHS.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- research projects or case studies
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example this unit can be assessed with the following units:

- SIRXCOM001A Communicate in the workplace
- SIRXOHS001A Apply safe working practices
- SIRXCLM001A Organise and maintain work areas
- SIRXICT001A Operate retail technology

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be

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assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures may relate to:

- workplace ethics
- modes of communication
- store hours of operation
- completing work out of hours
- contact with customers
- job descriptions and responsibilities
- interaction with other team members
- interaction with supervision and management
- OHS.

Organisational culture may include:

- organisational structure, including own position and role within the structure
- chain of command
- workplace policy and procedures
- organisational values
- mission statement
- workplace goals.

Non-discriminatory attitudes may include:

- age
- race
- colour
- national or ethnic origin
- sex
- pregnancy or marital status

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RANGE STATEMENT

- disability
- religion
- sexual preference.

Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Staff or management may:

- come from a range of social, cultural and ethnic backgrounds
- have varying degrees of language and literacy levels.

Sources of information may include:

- media
- reference books
- libraries
- unions
- industry associations
- industry publications
- internet
- information services
- personal observation and experience
- colleagues, supervisors and managers
- industry contacts, mentors and advisers.

Information may include:

- industry working conditions
- employee and employer rights and responsibilities
- environmental issues and requirements
- industrial relations issues and major organisation
- career opportunities within the industry
- the work ethic required to work in the industry
- industry expectations of staff
- quality assurance
- new products and services.

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RANGE STATEMENT

Legislation may include:	• federal, state or territory and local legislation • food safety • OHS.

Store information may:	• be written or verbal
	• relate to store policy and procedures, including:
	  • contact with customers
	  • job descriptions and responsibilities
	  • interaction with other team members
	  • interaction with supervision and management.

Daily work routine may include:	• interacting with customers • interacting with supervisors and other staff members • handling telephone enquiries • organising and maintaining work areas • maintaining merchandise and displays • preparing goods for delivery • observing scheduled breaks • assisting other team members • working within required timelines.
Tasks may be:	• routine • rostered • non-routine.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Working in Industry

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SIRXINV001A Perform stock control procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock and dispatching goods.

Application of the Unit

Application of the unit This unit requires the consistent application of store policy and relevant legislation, including safe working practices in the handling and moving of stock, to ensure efficient stock control in a retail environment. Team members are required to receive and process incoming goods, dispatch outgoing goods, rotate stock and maintain stock levels, assist with stocktaking, and report problems or discrepancies in stock to relevant personnel.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Receive and process incoming goods.	1.1 Maintain cleanliness and orderliness in receiving bay according to ***store policy and procedures***.
	1.2 Unpack goods using correct ***handling techniques*** and ***equipment*** according to store policy.
	1.3 Remove and promptly dispose of packing materials according to store policy and relevant ***legislative requirements***.
	1.4 Check incoming stock and validate against purchase orders and delivery documentation according to store policy and relevant legislative requirements.
	1.5 Inspect items received for damage, quality, use-by dates, breakage or discrepancies and record according to store policy.
	1.6 Record stock levels on store ***stock systems*** according to store policy.
	1.7 Rotate and store stock according to the first in first out (FIFO) principle.

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ELEMENT	PERFORMANCE CRITERIA
	1.8 Dispatch stock to appropriate area or department.
	1.9 Apply stock price and code labels when required according to store policy.
2 Rotate stock.	2.1 Carry out stock rotation procedures according to store routine and policy.
	2.2 Perform store code checking and reporting procedures, including recording of waste and markdowns.
	2.3 Place merchandise to achieve a balanced, fully-stocked display appearance and promote sales.
	2.4 Place excess stock in storage or dispose of according to store policy and legislative requirements.
	2.5 Maintain safe lifting, shifting and carrying techniques according to store OHS policy and legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- following set routines and procedures
- using electronic labelling and ticketing equipment
- literacy and numeracy skills in regard to:
  - stock records and delivery documentation
  - reporting problems.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - stock control
  - store labelling policy
  - product quality standards

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REQUIRED SKILLS AND KNOWLEDGE

- correct unpacking of goods
- out-of-date, missing or damaged stock
- equipment used
- stock location
- waste disposal
- methods of storage
- delivery documentation
- stock record documentation
- dispatch documentation
- reporting faults and problems
- relevant legislation and statutory requirements
- relevant industry codes of practice
- relevant OHS regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control • consistently applies safe working practices in the manual handling and moving of stock according to OHS legislation and store policy • interprets and applies manufacturer instructions with regard to handling stock and using relevant equipment • receives and processes incoming goods and dispatches outgoing goods according to store policy and procedures • rotates stock and performs out-of-code checking and reporting according to store policy and procedures • interprets and processes information accurately and responsibly.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant equipment, including:
  - stock moving equipment
  - manual and electronic labelling and ticketing equipment
- computers and stock recording equipment
- relevant documentation, such as:
  - invoices, packing slips, dispatch documents and order forms
  - recording and tally sheets
  - store policy and procedures manuals
  - OHS regulations
  - relevant legislation and statutory requirements
  - industry codes of practice.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXRSK001A Minimise theft
- SIRXCCS002A Interact with customers
- SIRXFIN001A Balance point-of-sale terminal.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry

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sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures may relate to:	• stock control • reception and dispatch • OHS • food safety.
Handling techniques may vary according to:	• stock characteristics • industry codes of practice • legislative requirements.
Equipment may include:	• electronic bar coding equipment • weighing machines • thermometers • trolley return equipment • portable data entry • cutting equipment • protective clothing.
Legislative requirements may include:	• OHS • hazardous substances and dangerous goods

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RANGE STATEMENT

- labelling of workplace substances
- waste removal and environmental protection
- transport, storage and handling of goods.

Stock systems may be:

- manual
- electronic.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Inventory

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SIRXMER001A Merchandise products

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to merchandise products within a retail store. It involves the arrangement and presentation of merchandise, setting up and maintaining displays and labelling and pricing stock.

Application of the Unit

Application of the unit This unit applies to frontline retail personnel. It requires the team member to demonstrate the consistent application of store policies and procedures in regard to displaying, merchandising, ticketing, labelling, pricing and storage of stock, including application of correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice, relevant legislation, government regulations, and industry codes of practice.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Place and arrange merchandise.	1.1 Unpack ***merchandise*** according to ***store policy and procedures*** and ***legislative requirements***.
	1.2 Place merchandise on floor, fixtures and shelves in determined locations according to OHS and other relevant legislative requirements.
	1.3 ***Display*** merchandise to achieve a balanced, fully-stocked appearance and promote sales.
	1.4 Identify damaged, soiled or out-of-date stock and take corrective action as required according to store procedure.
	1.5 Place stock range to conform with fixtures, ticketing, prices or bar codes.
	1.6 Rotate stock according to stock requirements and store procedure.

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ELEMENT	PERFORMANCE CRITERIA
	1.7 Ensure stock presentation conforms to special ***handling techniques*** and other ***safety requirements***.
2 Prepare display labels and tickets.	2.1 Prepare ***labels and tickets*** for window, wall or floor displays according to store policy.
	2.2 Prepare tickets using electronic equipment or neatly by hand according to store procedures.
	2.3 Identify soiled, damaged, illegible or incorrect labels and tickets and take corrective action.
	2.4 Use and maintain electronic ticketing and labelling equipment according to design specifications.
	2.5 Store ticketing equipment in a secure location.
3 Place, arrange and display price labels and tickets.	3.1 Place labels and tickets visibly and correctly on merchandise.
	3.2 Replace labels and tickets according to store policy.
	3.3 Maintain correct pricing and information on merchandise according to store procedures, industry codes of practice and legislative requirements.
4 Maintain displays.	4.1 Reset and dismantle ***special promotion areas***.
	4.2 Assist supervisor in selection of merchandise for display.
	4.3 Arrange and face up merchandise as directed and according to layout specifications and load-bearing capacity of fixtures.
	4.4 Identify, reset or remove unsuitable or out-of-date displays as directed.
	4.5 Identify optimum stock levels and replenish stock according to store policy.
	4.6 Maintain display areas in a clean and tidy condition.
	4.7 Remove excess packaging from display areas.
5 Protect merchandise.	5.1 Identify and apply correct handling, storage and display techniques according to stock characteristics and

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ELEMENT	PERFORMANCE CRITERIA
	legislative requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- use and maintenance of manual and electronic labelling and ticketing equipment
- completing tasks in a set timeframe
- literacy and numeracy skills in relation to:
  - reading and interpreting store procedures and guidelines
  - machine or manual preparation of labels and tickets
  - reading and understanding manufacturer instructions.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - merchandising, ticketing and pricing of stock
  - correct storage of stock
  - store promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building or rotating displays
  - correct storage procedures for labelling and ticketing equipment and materials
- correct manual handling techniques for protection of self and merchandise
- principles of display
- elements and principles of design and trends in retail design
- relevant OHS regulations, including:
  - manual handling
  - hygiene and sanitation
  - hazardous substances

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REQUIRED SKILLS AND KNOWLEDGE

- labelling of workplace substances
- relevant legislation and statutory requirements
- pricing procedures, including inclusion and exclusion of GST
- relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• applies store policies and procedures and legislative requirements in regard to displaying, merchandising, ticketing, pricing and storage of stock
	• displays merchandise on floor, fixtures, shelves and display areas, in determined locations, according to special manual handling techniques and other safety requirements
	• prepares display labels and price tickets for merchandise with regard to store policies and procedures
	• operates, maintains and stores a range of ticketing equipment according to:
	  • store policy and procedures
	  • industry codes of practice
	  • manufacturer instructions and design specifications
	• arranges correct pricing and information on merchandise according to store procedures, industry codes and government requirements
	• identifies damaged, soiled or out-of-date stock and takes corrective action as required by store procedures and legislative requirements
	• maintains display areas and replenishes stock as required according to store procedures and legislative requirements
	• performs correct manual handling, storage and display

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techniques according to:

- stock characteristics
- industry codes of practice
- OHS legislation and codes of practice.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- a range of ticketing and pricing equipment
- merchandise for display
- display materials and props
- cleaning materials
- relevant documentation, such as:
  - store policy and procedure manuals on housekeeping, merchandising and OHS
  - manufacturer instructions and operation manuals for electronic ticketing equipment
  - relevant legislation and industry codes of practice.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS001A Sell products and services
- SIRXSLS002A Advise on products and services.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between

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	occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Merchandise may be characterised by:	• type • brand • size • customer needs • colour • price.
Store policy and procedures in regard to:	• merchandising of stock • preparing and displaying labels and tickets • maintaining displays.
Legislative requirements may include:	• pricing requirements, including GST requirements • industry codes of practice • discounted items • Trade Practices and Fair Trading Acts.
Display may include:	• setting new displays • maintaining existing displays.

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RANGE STATEMENT

Handling techniques may vary according to:	• stock characteristics • store policy • legislative requirements • industry codes of practice.
Safety requirements may relate to:	• transport, storage and handling of goods • hazardous substances • labelling of workplace substances.
Preparation of ***labels and tickets*** may involve:	• pricing gun • shelf tickets • shelf talkers • written labels • swing ticketing • bar coding • price boards • header boards.
Special promotion areas may be:	• permanent or temporary • interior or exterior • publicly accessible • windows • shelves • wall fixtures • on floor.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Merchandising

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Competency field Merchandising

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SIRXMER003A Monitor in-store visual merchandising display

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to interpret a visual merchandising plan and the monitor the display to ensure it meets the requirements of the plan and the organisation's visual merchandising standards.

Application of the Unit

Application of the unit This unit requires the team member to apply knowledge of store merchandising to interpret organisation visual merchandising plans and manuals and to monitor in-store displays to ensure that they reflect and maintain current organisation visual merchandising directions. This can involve the application of fundamental design principles, making decisions with regard to merchandise for display and ensuring that displays contribute to the visual merchandising standards of the organisation and that they are constructed and located to ensure customer and staff safety. This unit may apply to frontline visual merchandising team members and other staff.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret a visual merchandising plan.	1.1 Identify ***design requirements*** of visual merchandising plan or manual. 1.2 Source ***resources required*** to implement plan. 1.3 Identify ***factors that may affect the plan***. 1.4 Apply organisation's visual merchandising standards to the plan.
2 Monitor display requirements.	2.1 Regularly monitor display to ensure it meets the requirements of the ***visual merchandising plan***. 2.2 Identify ***damage or changes to the display***.

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ELEMENT	PERFORMANCE CRITERIA
	2.3 Action is taken to rectify any changes to the display.
3 Maintain displays to organisation requirements and plan.	3.1 Maintain displays so that they are clean and tidy. 3.2 Make additions or changes to displays to ensure display consistently adheres to the visual merchandising plan. 3.3 Maintain organisation's requirements for visual merchandising in the display.
4 Contribute to the visual merchandising standards of the organisation.	4.1 Interpret visual merchandising standards of the organisation. 4.2 Identify opportunities for improving visual merchandising standards. 4.3 Make contributions to the visual merchandising standards as appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- maintaining and updating displays according to the visual merchandising plan
- generating ideas for improving visual merchandising standards.

The following knowledge must be assessed as part of this unit:

- basic principles of visual merchandising
- basic design principles
- organisation visual merchandising principles.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interprets and identifies the design requirements of a visual merchandising plan
- monitors the display closely and completes regular maintenance to ensure it meets the requirements of the visual merchandising plan and the organisation's visual merchandising standards
- contributes appropriately to the ongoing development of the organisation's visual merchandising standards.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - store visual merchandising standards.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work

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functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Design requirements may include:

- colours used
- layout of display
- functionality
- merchandise for display
- size of display
- location of display in store.

Resources required may include:

- fixtures and fittings
- people
- time
- materials
- supports
- lights.

Factors that may affect the plan may include:

- store promotions
- merchandise availability
- availability of display stands and structures
- time requirements
- budget requirements
- availability of staff.

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RANGE STATEMENT

Visual merchandising standards may include:	• store plan and design • retail image • display location.
Damage or changes to the display may include:	• damage to fixtures, fittings or display supports • damage to items on display • changes in the appearance of the display.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Merchandising

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SIRXMER005A Create a display

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to plan and implement a display for a retail business.

Application of the Unit

Application of the unit This unit requires the team member to identify requirements for a display, develop display ideas and have them approved by relevant personnel and plan and build displays. In addition the unit requires the team member to maintain displays to meet the requirements of the product, the audience and the organisation. This unit may apply to floor and sales team members.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify the requirements of the display.	1.1 Identify ***purpose*** and ***audience*** for the display.
	1.2 Identify products that will be displayed.
	1.3 Identify organisation's requirements and research ***relevant information*** where required.
	1.4 Identify ***resources*** required to create the display.
	1.5 Identify and consider ***constraints or factors*** that may affect the creation of the display.
2 Develop display ideas.	2.1 Generate ideas for the display using ***creative thinking techniques***.
	2.2 Test ideas against display requirements and ***organisation's requirements***.
	2.3 Discuss ***display options*** with relevant personnel.
	2.4 Modify display ideas and refine according to ***feedback*** and

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ELEMENT	PERFORMANCE CRITERIA
	confirm with ***relevant personnel***.
3 Plan and build displays.	3.1 Develop ideas into a simple ***display plan***.
	3.2 Source resources, materials and products to meet plan requirements.
	3.3 Create display following the display plan.
	3.4 Seek assistance from relevant personnel where required.
	3.5 Review display and make refinements as required.
4 Maintain display.	4.1 Maintain display in a clean and tidy condition and replace products as necessary according to display plan.
	4.2 Make changes or alterations to the display as appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- creative thinking skills
- interpersonal communication skills to:
  - communicate display ideas to others
  - seek and accept feedback through clear and direct communication
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- representing ideas in the form of a simple display plan
- observing when display needs to be changed, updated or altered
- maintaining display.

The following knowledge must be assessed as part of this unit:

- basic design principles, including:

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REQUIRED SKILLS AND KNOWLEDGE

- colour
- shape
- use of space
- flow of product
- the audience for the display and what the display needs to communicate
- a variety of display options
- organisational requirements in terms of product display.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identifies the requirements for a new display • creates a display plan that meets the requirements of the product, the audience and the organisation • plans and builds the display plan and maintains the display.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • relevant documentation, such as store policy and procedures manuals • display space • a range of display products and materials.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor

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EVIDENCE GUIDE

- customer feedback
- written or verbal questioning to assess knowledge and understanding.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Purpose of the display may include:

- window display
- promotion
- sale
- new products
- new range.

Audience for the display may include:

- new or repeat customers
- external and internal foot or vehicular traffic
- people of different ages
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

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RANGE STATEMENT

	• people with varying degrees of language and literacy.
Relevant information may be sourced from:	• direct observation • written reports • colleagues • internet • magazines • technical personnel • marketing personnel.
Resources may include:	• labels and tickets • materials • equipment and technology • fixtures and fittings • staff • time • budget.
Constraints or factors may include:	• time • budget • staff • availability of materials • space • product characteristics.
Creative thinking techniques may include:	• product association • brainstorming • visualising • telling stories • creative writing • lateral thinking • mind mapping • drawings • using prompts.
Organisation's requirements	• organisational standards • OHS

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RANGE STATEMENT

may include:	• branding • store policy and procedures • aesthetics • budget • staff • allocated space.
Display options may include:	• indoor or outdoor • static or moving • sound • lighting.
Feedback may be sought and received:	• verbally • in writing • in groups • individually.
Relevant personnel may include:	• manager • team leader • external personnel with display creation expertise.
Display plan may include:	• simple sketches of planned display • checklist of materials and equipment required.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Merchandising

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SIRXMGT001A Coordinate work teams

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to coordinate work teams in a retail environment. It involves monitoring and organising staffing levels, informing team members of expected standards of work, coaching and motivating the team and maintaining staffing records.

Application of the Unit

Application of the unit This unit requires the team member to consistently and responsibly apply store policy and procedures and local statutory requirements in regard to the induction, rostering, coordination, coaching and motivation of work teams. It requires strong interpersonal communication skills. Those with managerial responsibility undertake this role.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Monitor and organise staffing levels.	1.1 Maintain ***staffing levels*** and rosters in designated areas within budget and according to ***store policy and procedures*** and ***legislative requirements***.
	1.2 Roster ***team*** according to anticipated sales peaks and ***statutory requirements***.
	1.3 Inform team members of individual rosters according to store policy and procedures.
	1.4 Take corrective action as needed according to staff availability.
2 Inform team members.	2.1 Inform team of expected standards of ***work*** and behaviour required by store policy in a manner and at a level and pace appropriate to the individual.
	2.2 Implement staff ***communication*** and motivation programs

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ELEMENT	PERFORMANCE CRITERIA
	according to store policy.
	2.3 Compare store targets to individual and team results.
	2.4 Conduct staff meetings to address issues within area of authority according to store policy.
	2.5 Perform ***staff induction*** into teams according to store policy.
3 Coach on the job.	3.1 Identify opportunities to ***coach*** team members who are unfamiliar with specific ***procedures***.
	3.2 Make team members aware of the work application of the competency or job being taught.
	3.3 Use a systematic approach, including explanation and demonstration where appropriate.
	3.4 Encourage trainees by positive ***comments and feedback***.
	3.5 Design feedback during instruction to help trainees learn from their mistakes.
	3.6 Encourage and guide trainees to evaluate their own performance and diagnose it for improvement.
	3.7 ***Evaluate*** trainees' performance according to store policy and procedures.
4 Motivate the team.	4.1 Identify strengths and weaknesses of team against current and anticipated work requirements.
	4.2 Encourage individuals within the team to contribute to discussion and planning of team objectives and goals.
	4.3 Update and review team objectives and goals on a regular basis in consultation with ***relevant personnel***.
	4.4 Develop positive and constructive relationships with and between team members.
	4.5 Treat all team members fairly, equally and with respect.
	4.6 Accept responsibility for developing own competencies and identify realistic objectives.
5 Maintain staffing records.	5.1 Maintain ***staff records*** as required according to store policy and relevant awards and agreements.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - inform team members of rosters
  - conduct staff meetings
  - coach team members, including explaining and demonstrating
  - provide feedback and encouragement through clear and direct communication
  - ask questions to identify and confirm requirements
  - give instructions and provide constructive feedback
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- literacy skills in regard to:
  - reading and interpreting workplace documents
  - reporting procedures.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - workplace ethics
  - work teams
  - staffing rosters
  - personnel records
  - trainee assessment
  - supervising new apprentices
  - staff counselling and disciplinary procedures
  - work and overtime periods
  - meetings
  - housekeeping
- store organisational structure
- rights and responsibilities of employers and employees in retail workplace
- award and agreement requirements, including employment classifications, such as full-time, part-time and casual

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REQUIRED SKILLS AND KNOWLEDGE

- forms of work in retail
- major changes affecting retail workplaces
- principles and techniques in interpersonal communication
- relevant legislation and statutory requirements, such as:
  - equal employment opportunity (EEO) legislation
  - anti-discrimination legislation
  - industry awards and agreements
- relevant OHS regulations.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently and responsibly applies store policy and procedures and ethical behaviour in regard to the coordination of staff • consistently applies store policies and procedures in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff • consistently and responsibly applies store policy and procedures in regard to the induction of new staff. • consistently and responsibly applies store policy and procedures in regard to maintaining staffing levels and coordinating work teams within budgetary constraints • consistently applies state and local statutory requirements and regulations, including relevant industry awards and agreements • consistently applies appropriate communication and interpersonal skills when motivating the team and informing staff of roles and responsibilities

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EVIDENCE GUIDE

- reports suggestions for improvements in procedures to management.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment

relevant documentation, such as:

- legislation and statutory requirements
- awards and agreements
- job descriptions and responsibilities
- training programs
- store policy and procedures manuals

rostering and recording systems

a work team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXMGT002A Maintain employee relations.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or

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qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Staffing levels may vary according to:	• peak trading times • special events • promotion • stocktakes • refurbishment.
Store policy and procedures may relate to:	• staffing requirements • on the job training • maintaining staffing records • housekeeping.
Legislative requirements may include:	• OHS • equal opportunity • anti-discrimination • workplace relations • industry awards and agreements.
Team may include:	• full-time, part-time or casual staff • staff under contract • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job

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RANGE STATEMENT

descriptions.

Statutory requirements may include:	• minimum and maximum hours of work • meal and other breaks • leave entitlements • remuneration scales • penalty rates • relevant industry awards and agreements.
Work may include:	• selling • merchandising • housekeeping • rostering • maintaining equipment • stocktaking.
Communication with team may be:	• face-to-face • written • in languages other than English, Indigenous languages or visual languages, such as sign language • individually or in groups.
Staff induction may include:	• formal training program • one-to-one coaching.
Coaching may be done:	• frequently or infrequently • formally or informally.
Procedures may relate to:	• modes of communication • contact with customers • job descriptions and responsibilities • interaction with other team members • interaction with supervision and management

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RANGE STATEMENT

	• OHS.
Techniques for providing ***comments and feedback*** may include:	• using appropriate, open and inclusive language • speaking clearly and concisely • using languages other than English, including Indigenous languages and visual languages, such as sign language • non-verbal communication.
Methods of ***evaluation*** may include:	• observation • third-party reports • customer feedback • questioning.
Relevant personnel may include:	• team members • supervisors • managers. •
Staff records:	• systems may be: • manual • electronic • may relate to: • attendance • leave entitlements • training • discipline.

Unit Sector(s)

Sector Cross-Sector

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Competency field

Competency field Management and Leadership

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SIRXOHS001A Apply safe working practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit encompasses the National Occupational Health and Safety Commission (NOHSC) guidelines for occupational health and safety. It describes the performance outcomes, skills and knowledge required to maintain a safe work environment for staff, customers and others. It involves observing basic safety and emergency procedures.

Application of the Unit

Application of the unit This unit may apply to all retail personnel. It requires the team member to consistently apply safe working practices, including identifying and reporting faults and problems, according to OHS legislation and store policies. Knowledge of store policies and procedures with regard to emergency situations, evacuation or accident and illness should also be demonstrated.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Observe basic safety procedures.	1.1 Follow and maintain ***safety procedures*** to achieve a safe work environment according to all relevant OHS legislation, including codes of practice, relating to particular hazards in the industry or workplace.
	1.2 Identify and report ***unsafe working practices***, including faulty ***plant and equipment*** according to ***store policy and procedures***.
	1.3 Manage dangerous goods and substances according to store policy and relevant legislation.
	1.4 Identify potential ***manual handling*** risks and manage tasks according to store policy.
	1.5 Report work-related incidents and accidents to ***designated personnel***.
	1.6 Demonstrate ***consultative processes*** and follow procedures for OHS.

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ELEMENT	PERFORMANCE CRITERIA
2 Observe basic emergency procedures.	2.1 Follow fire and ***emergency procedures***, including store evacuation, according to store policy and legislation. 2.2 Identify designated personnel responsible for first aid and evacuation procedures. 2.3 Accurately identify safety alarms.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - report unsafe work practices, faulty plant and equipment and incidents and accidents through clear and direct communication
  - share information
  - use and interpret non-verbal communication
- locating and using safety alarms, fire extinguishers and emergency exits
- identifying hazardous goods and substances
- interpreting symbols used for OHS signage
- storing and using chemicals and hazardous substances
- handling broken or damaged equipment
- manual handling procedures
- using personal protective gear and equipment
- appropriate waste disposal
- literacy skills in regard to reading and interpreting instructions
- numeracy skills in regard to estimating weights, size, quantities and mixtures.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - OHS and emergency procedures
  - state and territory legislation and regulations

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REQUIRED SKILLS AND KNOWLEDGE

- rights and responsibilities of designated personnel responsible for health and safety in the workplace
- relevant industry codes of practice
- management of OHS, including:
  - communication and consultation processes
  - reporting procedures
  - manual handling procedures
  - interpreting symbols for OHS signage
- first aid procedures
- identification of hazards in the workplace, including:
  - managing broken or of faulty equipment
  - storage of dangerous goods and hazardous substances
  - fire, chemical and electrical hazards
  - spills and leakage of materials
  - waste
  - slip, trips and falls
- controlling risks through the hierarchy of control, including:
  - eliminating hazards
  - isolating hazards
  - use of engineering controls
  - use of administrative controls
  - appropriate use of personal protective clothing.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies safe working practices, in all areas of the store, according to OHS legislation and codes of practice • applies appropriate store policies and procedures

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EVIDENCE GUIDE

	and legislative requirements in regard to following basic safety procedures and for reporting faults and problems to relevant person, department or committee • identifies hazardous situations and rectifies where appropriate, or reports to the relevant personnel according to store policy and procedures • reads, interprets and applies manufacturer instructions for storage and use of hazardous goods • knows store policies and procedures with regard to emergency situations, evacuation, or accident and illness in the store.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated work environment
	• suitable equipment and materials for lifting
	• relevant documentation, such as:
	  • store policy and procedures manuals
	  • manufacturer instructions and operation manuals
	  • OHS regulations
	  • legislation and statutory requirements
	  • industry codes of practice.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a role play • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE

for example:

- SIRXCOM001A Communicate in the workplace
- SIRXIND001A Work effectively in a retail environment
- SIRXCLM001A Organise and maintain work areas
- SIRXICT001A Operate retail technology.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Safety procedures may include:

- hazard identification, e.g. workplace inspections
- evacuation involving staff or customers
- emergency, fire and accident procedures
- personal safety procedures
- stress management
- procedures for the use of personal protective clothing and equipment
- issue resolution procedures
- reporting incidents and accidents in the workplace.

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RANGE STATEMENT

Unsafe working practices may deal with but are not restricted to:	• sharp cutting tools and instruments • electricity and water • damaged packing material or containers • toxic substances • inflammable materials and fire hazards • lifting practices • spillages, waste and debris • ladders • trolleys • broken or damaged equipment • glue guns • stress.
Checking ***plant and equipment*** may include:	• guarding of machinery • sharp cutting tools and instruments • broken or damaged equipment • damaged packing material or containers.
Store policy and procedures related to OHS may deal with:	• federal, state or territory and local OHS legislation • basic safety procedures • emergency procedures • safe manual handling and lifting • dangerous goods • customers and staff • equipment and tools • premises • stock.
Safe ***manual handling*** practices may include:	• lifting or shifting practices • use of equipment such as ladders and trolleys • job procedures.
Designated personnel may include:	• safety representative • supervisor • team leader

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RANGE STATEMENT

	• manager.
Consultative processes may include:	• minutes from staff meetings, OHS meetings • identification of health and safety representatives • suggestions from staff for improving tasks and procedures.
Emergency procedures may relate to:	• sickness • accidents • fire • storms and cyclones • store evacuation • armed hold-up.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Occupational Health and Safety

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SIRXOHS003A Provide a safe working environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to develop and implement policies and procedures relating to OHS issues. It is based on the National Occupational Health and Safety Commission (NOHSC) guidelines.

Application of the Unit

Application of the unit This unit involves consulting with staff, assessing and controlling risks, establishing and maintaining record systems and evaluating policies and procedures. Senior management personnel are responsible for this function.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Develop policies to establish and maintain a safe working environment.	1.1 Develop ***store policy and procedures*** based upon a commitment to OHS and with regard to ***relevant legislation***.
	1.2 Clearly define and allocate OHS responsibilities and duties, and include in job descriptions and duty statements for all relevant positions.
	1.3 Promptly and consistently identify, seek or provide financial and human resources for the operation of the OHS system.
	1.4 Ensure information on the OHS system is readily accessible and clearly explained to ***staff***.
	1.5 Establish procedures to identify existing and potential ***hazards***.
	1.6 Establish and maintain ***procedures*** to facilitate the reporting of all safety-related incidents.
	1.7 Develop control measures according to the ***hierarchy of control***.

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ELEMENT	PERFORMANCE CRITERIA
	1.8 Establish systems to encourage staff members to identify and report matters likely to affect workplace safety.
2 Consult with staff.	2.1 Establish and maintain appropriate ***consultation processes*** in consultation with staff according to OHS legislation and store policy. 2.2 Promptly deal with and resolve issues raised through consultation according to store policy. 2.3 Clearly and promptly provide information to staff on outcomes of consultation.
3 Establish and maintain a safe working environment.	3.1 Establish and maintain policy and procedures to facilitate identification and prevention of hazards. 3.2 Establish and maintain procedures to ensure safe handling and storage of ***hazardous goods***. 3.3 Establish and maintain procedures to ensure ***equipment*** is maintained and stored safely according to store policy. 3.4 Establish and maintain procedures to ensure safe lifting or shifting and manual handling techniques are employed by staff. 3.5 Establish and maintain store ***emergency procedures***.
4 Assess risks.	4.1 Assess risks presented by identified hazards according to OHS legislation and codes of practice. 4.2 Develop procedure for ongoing ***risk assessment*** and integrate with systems of work and procedures. 4.3 Monitor staff activities to ensure risk assessment procedure is adopted effectively. 4.4 Address risk identification and assessment at planning, design and evaluation stages of workplace changes to prevent creation of new hazards.
5 Control risks.	5.1 Develop measures to control assessed risks according to the hierarchy of control and implement according to store policy, OHS legislation and codes of practice. 5.2 Establish and implement interim or contingency measures when control measures are not immediately

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ELEMENT	PERFORMANCE CRITERIA
	practicable, until permanent control measures are implemented.
6 Establish and maintain policies for hazardous events.	6.1 Identify potentially hazardous events. 6.2 Develop procedures to control risks associated with hazardous events and meet legislative requirements, in consultation with appropriate emergency services. 6.3 Provide appropriate information and training to all employees to enable implementation of the correct procedures in all relevant circumstances.
7 Train staff.	7.1 Develop and implement OHS ***training*** program to ensure all staff are trained in ***OHS issues***.
8 Establish and maintain record system.	8.1 Establish and monitor system for maintaining OHS ***records*** to facilitate identification of patterns of occupational injury and disease according to store policy.
9 Evaluate policies and procedures.	9.1 Assess effectiveness of the OHS system and related policies, procedures and programs according to store policy. 9.2 Develop and implement improvements to the OHS system to ensure more effective achievement of store policy. 9.3 Assess compliance with OHS legislation and codes of practice to ensure that legal OHS standards are maintained.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - define and allocate OHS responsibilities and duties
  - explain information on the OHS system and provide information and training for staff through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - give instructions
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- consultation processes
- identifying and preventing safety hazards, including fire, chemical and electrical hazards
- negotiation skills
- using safety alarms, fire extinguishers and emergency exits
- developing processes and procedures
- literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- numeracy skills in relation to:
  - finance and risk assessment.

The following knowledge must be assessed as part of this unit:

- store policy and procedures, in regard to:
  - OHS and emergency procedures, taking into account state and local government regulations and codes of practice
  - emergency evacuation of store
  - events likely to endanger staff or customers
  - hierarchy of control in emergency situations
  - place of consultative committees
  - recording system for accidents, illness and incidents
- relevant legislation and statutory requirements, including OHS legislation and codes of practice
- relevant industry codes of practice
- first aid procedures
- handling and storage procedures for hazardous and non-hazardous goods and

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REQUIRED SKILLS AND KNOWLEDGE

equipment
- procedures for spills, leakage of materials, accidents and sickness
- safe lifting and manual handling procedures
- waste disposal methods, including hazardous substances.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • maintains, manages and applies safe working practices, including necessary resources, control measures and risk assessments, in all areas of the store, according to relevant legislation • maintains, manages and applies emergency procedures according to store policy and procedures • develops and manages store policy and procedures in regard to the consistent application by staff members of safe working practices, for the provision of services and safe use of products • establishes and maintains consultative processes in regard to OHS • allocates and manages staff responsibility for OHS guidelines • develops and implements staff training programs that relate to OHS, and health and hygiene legislation and industry codes of practice • establishes and maintains systems for maintaining OHS records • evaluates, reviews and makes recommendations for improvements with regard to store policy and procedures in OHS and store emergency procedures.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - OHS legislation and codes of practice
  - store policy and procedures manuals
  - industry codes of practice
  - enterprise agreements in regard to consultative committees
- staff members
- emergency equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXHRM001A Administer human resources policy
- SIRXHRM002A Recruit and select personnel.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with

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	other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures may relate to:	• OHS • emergency procedures • use of technology • job roles and responsibilities • delegation.
Relevant legislation may include:	• OHS regulations • privacy legislation • Work Care or Work Cover regulations • federal, state and local health and hygiene.
Staff may include:	• new or existing staff • full-time, part-time, casual or contract • people with varying levels of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of job roles and responsibilities.
Hazards may include:	• unguarded equipment • electricity and water • fires • chemical spills

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RANGE STATEMENT

- sharp cutting tools and instruments
- broken or damaged equipment or technology
- damaged packing material or containers
- manual handling
- stress.

Reporting ***procedures*** may be:

- manual
- digital or electronic
- scheduled
- standardised.

Hierarchy of control may include:

- elimination of hazards
- substitution
- isolating hazards
- use of engineering controls
- use of administrative controls
- appropriate use of personal protective clothing and equipment.

Consultation processes may involve:

- minutes from health and safety meetings
- suggestions for improvements put forward by employees
- staff meetings, management meetings.

Hazardous goods may include:

- electrical equipment
- chemicals
- flammable goods
- waste.

Equipment may include:

- manual handling equipment
- steps and ladders
- electrical equipment including:
  - retail technology
  - cleaning equipment
  - food storage equipment

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RANGE STATEMENT

- food warming and preparation equipment
- electrical tools
- hand tools
- knives and scissors
- manual cleaning equipment.

Emergency procedures may relate to:

- locating and using alarms
- events likely to endanger staff or customers
- sickness
- accidents
- fire
- store evacuation
- chemical spills
- bomb threat
- armed robbery.

Risk assessment may include:

- conducting regular reviews of injury or accident registers
- consultation processes, including discussions with employees
- assessment of individual tasks and job design.

Training may include:

- on-the-job, off-the job training or a combination of both
- induction training
- training for specific hazards identified in the industry
- fire and emergency evacuation training
- ongoing professional development training, including OHS implications.

OHS issues may include:

- customers and staff, equipment, premises and stock
- sickness and accident reporting procedures
- storage and use of flammable materials
- safe lifting and manual handling procedures
- store evacuation

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RANGE STATEMENT

- chemical containment
- first aid procedures
- range of responsibilities or job description, including general duty of care of employees and employers
- workplace inspection and safety audits
- checking equipment prior to and during work
- reporting process for and issues resolution, injury or accidents.

Records may include:

- workplace inspection and audit reports
- training records for new employees
- training records for existing employees
- manufacturer instructions, including MSDS maintenance records
- revision of policies and procedures to ensure relevance through audits against state and territory legislation and regulations.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Occupational Health and Safety

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SIRXQUA001A Develop innovative ideas at work

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to systematically generate and develop innovative ideas in the workplace.

Application of the Unit

Application of the unit This unit requires the skills to interpret or observe a need and develop a detailed idea. It involves the creative generation and discussion of a number of ideas or solutions, accepting positive and negative feedback, and testing ideas in order to establish and present a workable outcome that meets the needs of the end user.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Interpret the need for innovation.	1.1 Observe the need for ***innovation*** within workplace context.
	1.2 Challenge assumptions about products and processes to identify opportunities for innovation.
	1.3 Project possible future contexts and environments for the innovation.
	1.4 Define ***end user requirements***.
	1.5 Identify ***resources and constraints***.
	1.6 Research ***factors and ethical considerations*** that may impact on the idea.
	1.7 Access relevant ***organisational knowledge***.
2 Generate ideas.	2.1 Conceptualise ideas using a range of ***creative thinking techniques***.

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Apply relevant knowledge to explore a range of approaches.
	2.3 Seek ***stimulation from alternative sources***.
	2.4 Test ideas against brief and other factors.
	2.5 Select preferred option.
3 Collaborate with others.	3.1 Develop ideas in conjunction with ***relevant people***.
	3.2 Seek and accept ***feedback*** from relevant people in an appropriate fashion.
	3.3 Modify ideas according to feedback.
	3.4 Maintain and utilise a ***network of peers*** to discuss ideas.
4 Analyse and reflect on ideas.	4.1 Analyse ideas from different perspectives.
	4.2 Use appropriate strategies to capture ***reflections***.
	4.3 Examine ideas to ensure they meet context requirements, best practice and future needs.
	4.5 Allow time for the development and analysis of ideas.
5 Represent ideas.	5.1 Select an appropriate ***communication technique*** for the target ***audience***.
	5.2 Develop the ***presentation of the idea*** with the audience in mind.
	5.3 Present the idea to educate and inform the client.
	5.4 Modify the idea according to client feedback.
6 Evaluate ideas.	6.1 ***Review*** ideas using appropriate ***evaluation methods*** to ensure they meet required needs.
	6.2 Modify ideas as required.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - collaborate with others and represent ideas through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- research skills
- networking
- lateral thinking
- the ability to analyse self and external factors
- time management skills.

The following knowledge must be assessed as part of this unit:

- relevant technical knowledge
- broad industry and market knowledge
- organisational culture
- social, environmental and work culture impacts
- principles of innovation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in	Evidence of the following is essential: • interprets the need for innovation in the workplace • identifies resources and constraints and researches

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this unit	affecting factors when generating innovative ideas • generates ideas using creative thinking techniques • tests ideas against brief and other relevant factors • presents and discusses ideas with relevant people • seeks feedback and modifies ideas accordingly • analyses and reflects on ideas to ensure they meet end user requirements • presents ideas using appropriate communication methods • reviews and modifies idea using appropriate evaluation methods.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment • relevant documentation, such as store policy and procedures manuals • a range of communication equipment.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • a detailed case study • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be

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	assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Innovation may include:	• generating new ideas or solutions • developing new uses for old ideas and making them useful or a means of improvement.
End user requirements may refer to:	• who will be using the end product • why the product or process is needed • how will it be used • advantages will it provide • where it will be used.
Resources and constraints may include:	• time required • costs • equipment • human resources • work culture • management practice • technology needed.
Factors and ethical considerations may include:	• aesthetic requirements • functionality • information available • OHS

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RANGE STATEMENT

	• environmental considerations.
Organisational knowledge may include:	• technical knowledge • information gained from books and audiovisual resources • knowledge from different work areas • information from work colleagues • work processes • product • materials • systems • tools • working conditions.
Feedback may be:	• formal or informal • verbal • in writing • in groups • individual.
Creative thinking techniques may include:	• brainstorming • visualising • making associations • building on associations • telling stories • creative writing • lateral thinking games • mind mapping, drawings • six thinking hats • using prompts.
Stimulation from alternative sources may include:	• reading books and industry journals • talking with colleagues and friends • visiting art galleries and museums • going to industry workshops

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RANGE STATEMENT

- networks.

Relevant people may include:

- colleagues
- team members
- supervisors
- managers
- the client.

Maintaining a ***network of peers*** may include:

- participating in forums
- participating in industry training
- attending workshops
- becoming a member of a network.

Capture of ***reflections*** may include:

- mind mapping
- assessing alternatives
- drawing comparisons
- imagining possible outcomes
- imagining best and worst case scenarios.

Communication techniques may include:

- writing a proposal
- building a model
- showing a film
- presenting a talk
- preparing a report
- drawing a diagram.

The ***audience*** may include:

- external contacts
- internal contacts, such as management and other team members
- groups or individuals
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

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Presentation of ideas may include:	• helping the client visualise and understand the idea • actively listening • asking questions • accepting others opinions • explaining the proposal • clarifying details.
Formal review of the idea may involve:	• checking that the idea can be implemented • that it meets the client and end user needs • best practice • financial requirements • resource requirements.
Evaluation methods may include:	• developing checklists • discussing the process with colleagues or supervisors • writing a report of the outcomes.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Quality and Innovation

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SIRXRPK002A Recommend hair, beauty and cosmetic products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to recommend and provide advice on hair, beauty and cosmetic products and services to customers.

Application of the Unit

Application of the unit This unit involves the application of specialised product knowledge to provide accurate advice to customers and other sales staff on hair, beauty and cosmetic products. It requires sales and service team members to apply a depth of specialist or general product knowledge and a need for experience and skill in offering advice to customers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research store product range.	1.1 Develop and maintain ***product knowledge*** by accessing appropriate ***sources of information***. 1.2 Research and apply ***comparisons between products and services*** according to product information.
2 Identify hair, beauty and cosmetic products.	2.1 Identify store ***product range*** according to product information. 2.2 Convey product information to ***customers*** and other ***staff members*** as required.
3 Recommend hair, beauty and cosmetic products and services.	3.1 Use questioning and active listening to identify ***customer requirements***. 3.2 Evaluate products and ***services*** according to customer requirements and product information. 3.3 Demonstrate features and benefits of products to customer

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ELEMENT	PERFORMANCE CRITERIA
	to create a buying environment.
	3.4 Apply detailed specialised product knowledge to provide accurate advice to customers regarding product performance according to manufacturer information and ***legislative requirements***.
	3.5 Explain and demonstrate products according to ***store policy and procedures*** and legislative requirements.
	3.6 Identify and utilise opportunities to advise on or demonstrate and apply products to customers who are unfamiliar with aspects of product use.
	3.7 ***Follow up*** with customer, where required, according to store policy.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - develop and maintain product knowledge
  - recommend hair, beauty and cosmetic products through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - handle customers with special needs, including difficult customers
- literacy skills in the following areas:
  - reading and understanding product information
  - reading and understanding store policy and procedures
  - numerical skills in regard to estimating quantities.

The following knowledge must be assessed as part of this unit:

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REQUIRED SKILLS AND KNOWLEDGE

- store policy and procedures in regard to:
  - sales and customer service
  - methods of dealing with special needs and requests of customers
  - customer complaints
  - store services and procedures
- store product range, including product types, properties, features, benefits and ingredients
- design principles, common face and body shapes and their application to store product range
- fashion trends relating to store product range
- store range of complementary products
- application methods for store product range
- relevant legislation and statutory requirements
- relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • continually updates and applies product knowledge to provide comprehensive advice to customers and staff • consistently applies store policy and procedures and industry codes of practice in regard to sales and customer service procedures • advises customers and informs sales team members of skin and hair care essentials • advises customers on the use and application of hair, beauty and cosmetic products, including hair, skin and nail care advice, colour coordination for hair and make-up products and advice on current fashion trends and design elements • consistently advises on product performance and

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EVIDENCE GUIDE

features and benefits of products according to store policy and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant sources of product information
- relevant documentation, such as:
  - store policy and procedures manuals
  - industry codes of practice and relevant legislation
- an appropriate range of hair, beauty and cosmetic products
- a range of customers with different requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- a role play
- customer feedback
- written or verbal answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Product knowledge may include:

- brand options
- application procedures and techniques
- benefits and effects of various products
- method of production
- guarantees
- price
- ingredients
- elements of design such as:
  - line, direction, focal points, balance
  - camouflage of skin or hair faults.

Sources of information may include:

- store or supplier product leaflets and manuals
- fashion magazines
- manufacturer representatives
- product labels
- hair and beauty shows
- internet
- customer feedback
- designated staff members.

Comparisons between products and services may relate to:

- features and effects of products and services
- method of application
- price
- storage requirements and shelf life.

Product range may include:

- hair products such as:
  - hair colour

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RANGE STATEMENT

- shampoos and conditioners
- styling aids such as mousses, gels and hairsprays
- hair ornaments
- brushes, combs
- blow dryers

- beauty products such as:
  - skin care products for face and body
  - home care skin treatments
  - home care remedial products
  - sunscreen and tanning products
  - nail, hand and foot care products
- cosmetic products such as:
  - face and body make-up, pre-make-up products and stabilisers
  - brushes, sponges
  - applicators
  - pallets
  - lash curlers, artificial lashes, tweezers
  - magnifying mirrors
  - containers and trays, make-up boxes
  - pencil sharpeners.

Customers may include:

- people with routine or special requests
- people with special needs
- regular and new customers
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Staff members may include:

- new or existing staff
- full-time, part-time or casual
- people with varying levels of language and literacy
- people from a range of cultural, social and ethnic backgrounds.

Customer requirements may

- occasion (e.g. casual, professional, day or evening)

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RANGE STATEMENT

include:

- colour preferences and style
- durability, function and usage
- cost
- lifestyle
- physical characteristics, including allergic reactions
- product preferences, including desire to use natural products
- culture and ethnicity.

Services may include:

- product advice for home care treatments
- hair, skin and nail care advice
- hair, skin and nail care treatments
- colour coordination for hair and make-up products
- advice on current fashion trends and basic design elements.

Legislative requirements may include:

- consumer law
- environmental protection
- hazardous substances and dangerous goods
- Trade Practices and Fair Trading Acts
- Therapeutic Goods Act
- OHS
- industry codes of practice
- waste disposal
- pricing procedures, including GST requirements.

Store policy and procedures in regard to:

- selling hair, beauty and cosmetic products
- interacting with customers
- product demonstration.

Follow-up may include:

- contact by store representative
- return appointments for the customer.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Retail Product Knowledge

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SIRXRSK001A Minimise theft

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to minimise theft in a retail environment. It involves applying routine store security, taking appropriate action to minimise theft and maintaining security of cash, registers or terminals and keys.

Application of the Unit

Application of the unit This unit applies to frontline service personnel. It requires the team member to apply store policy and procedures and industry codes of practice in regard to store security and theft prevention, reporting theft or suspicious behaviour to relevant personnel and monitoring stock, work areas, customers and staff to minimise opportunities for theft.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply routine store security.	1.1 Apply store ***security systems and procedures*** according to store policy. 1.2 Handle and secure cash according to ***store policy and procedures***. 1.3 Observe and deal with suspect behaviour by ***customers*** according to store policy and ***legislative requirements***. 1.4 Deal with internal and external theft according to store policy and legislative requirements. 1.5 Store products and equipment in a secure manner.
2 Minimise theft.	2.1 Take appropriate action to minimise theft by applying store procedures and legislative requirements. 2.2 Match merchandise to correct price tags. 2.3 Maintain surveillance of merchandise according to store policy and ***legislative requirements***.

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ELEMENT	PERFORMANCE CRITERIA
	2.4 Check customers' bags as required at point of sale according to store policy and legislative requirements.
	2.5 Maintain security of cash, cash register and keys according to store policy.
	2.6 Maintain security of stock, cash and equipment in regard to customers, ***staff*** and outside contractors according to store policy and legislative requirements.
	2.7 Deal with suspected or potential thieves according to store policy and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- literacy and numeracy skills in:
  - recording of stolen items
  - reporting of theft.

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - security
  - checking customers' bags and purchases
  - reporting problems and faults
- relevant legislation and statutory requirements, particularly in regard to checking customers' bags and purchases
- Trade Practices and Fair Trading Acts
- store merchandising system
- security procedures relating to cash and non-cash transactions
- location and operation of store security equipment
- reporting procedures for internal and external theft or suspicious circumstances.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- consistently applies store policy and procedures and legislative requirements, including industry codes of practice in regard to store security and theft prevention in a range of contexts and situations
- consistently applies store policy and procedures in regard to following security procedures and for reporting theft or suspicious behaviour to relevant personnel
- monitors stock, work area, customers and staff to minimise opportunities for theft.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
  - store policy and procedures manuals
  - legislation and statutory regulations
  - industry codes of practice
  - Trade Practices and Fair Trading Acts
- relevant security equipment
- point-of-sale equipment.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a simulated work environment
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge

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EVIDENCE GUIDE

- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXCCS001A Apply point-of-sale handling procedures
- SIRXCCS002A Interact with customers
- SIRXINV001A Perform stock control procedures
- SIRXFIN001A Balance point-of-sale terminal.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Security systems and procedures may deal with:

- customers
- staff
- keys
- visitors, sales representatives, contractors and vendors
- stock
- records

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RANGE STATEMENT

- cash, credit cards
- equipment, including:
  - alarm systems
  - video surveillance
  - mirrors
  - security tags
- locked and secure areas
- premises
- armed hold-up.

Store policy and procedures may relate to:

- security
- surveillance of merchandise
- reporting problems and faults.

Customers may include:

- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Legislative requirements may include:

- privacy and confidentiality laws
- Trade Practices and Fair Trading Acts
- consumer law
- awards and agreements
- property offences
- credit laws
- reporting procedures
- criminal law.

Staff may include:

- management
- other staff members
- full-time, part-time and casual staff
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

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Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Risk Management and Security

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SIRXSLS001A Sell products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Application of the Unit

Application of the unit This competency applies to frontline sales personnel. It requires the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales. Personal evaluation is utilised to maximise sales in accordance with industry codes of practice, relevant legislation and store policy.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Apply product knowledge.	1.1 Demonstrate knowledge of the use and application of relevant products and services according to ***store policy*** and ***legislative requirements***.
	1.2 Develop ***product knowledge*** by accessing ***relevant sources of information***.
2 Approach customer.	2.1 Determine and apply timing of ***customer*** approach.
	2.2 Identify and apply effective ***sales*** approach.
	2.3 Convey a positive impression to arouse customer interest.
	2.4 Demonstrate knowledge of customer buying behaviour.

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ELEMENT	PERFORMANCE CRITERIA
3 Gather information.	3.1 Apply questioning techniques to determine customer buying motives.
	3.2 Use listening skills to determine customer requirements.
	3.3 Interpret and clarify non-verbal communication cues.
	3.4 Identify customers by name where possible.
	3.5 Direct customer to specific merchandise.
4 Sell benefits.	4.1 Match customer needs to appropriate products and services.
	4.2 Communicate knowledge of products features and benefits clearly to customers.
	4.3 Describe product use and safety requirements to customers.
	4.4 Refer customers to appropriate product specialist as required.
	4.5 Answer ***routine customer questions*** about merchandise accurately and honestly or refer to senior sales staff.
5 Overcome objections.	5.1 Identify and accept customer objections.
	5.2 Categorise objections into price, time and merchandise characteristics.
	5.3 Offer solutions according to store policy.
	5.4 Apply ***problem solving*** to overcome customer objections.
6 Close sale.	6.1 Monitor, identify and respond appropriately to customer buying signals.
	6.2 Encourage customer to make purchase decisions.
	6.3 Select and apply appropriate method of closing sale.
7 Maximise sales	7.1 Recognise and apply opportunities for making

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ELEMENT	PERFORMANCE CRITERIA
opportunities.	additional sales. 7.2 Advise customer of complementary products or services according to customer's identified need. 7.3 Review personal sales outcomes to maximise future sales.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- selling techniques, including:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific merchandise
  - add-ons and complementary sales
  - overcoming customer objections
  - closing techniques
- verbal and non-verbal communication skills
- handling difficult customers
- negotiation skills
- sales performance appreciation
- questioning, listening and observation
- literacy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording information
- numeracy skills in regard to:
  - handling payment for goods
  - weighing and measuring goods.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:

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REQUIRED SKILLS AND KNOWLEDGE

- selling products and services
- allocated duties and responsibilities
- store merchandise and service range
- specific product knowledge for area or section
- relevant legislation and statutory requirements
- relevant industry codes of practice
- customer types and needs, including:
  - customer buying motives
  - customer behaviour and cues
  - individual and cultural differences
  - demographics, lifestyle and income
  - types of customer needs, e.g. functional, psychological.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales • uses questioning, listening and observation skills to determine customer requirements • consistently applies store policies and procedures in regard to selling products and services • maximises sales opportunities according to store policies and procedures • consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • evaluates personal sales performance to maximise future sales.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as policy and procedures manuals
- a range of customers with different requirements
- a range of merchandise and products appropriate to the retail workplace
- product labels and sources of product information.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Assessing employability skills

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• interaction with customers • selling products and services.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • tobacco laws • liquor laws • lottery legislation • industry codes of practice • OHS • sale of second-hand goods • sale of X and R rated products • trading hours • transport, storage and handling of goods.
Product knowledge may include:	• warranties • features and benefits • use-by dates • handling and storage requirements • stock availability • safety features • price.
Relevant sources of information may include:	• internet • staff members • store or supplier product manuals • product profiles • videos • demonstrations • labels

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RANGE STATEMENT

	• store tours.
Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Sales transactions may be completed:	• face to face • over the telephone • online.
Routine customer questions may relate to:	• price and price reductions • quality • availability • features and benefits.
Problem solving may be affected by:	• store policies and procedures • resource implications.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Sales

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SIRXSLS004A Build relationships with customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to use advanced sales techniques in building relationships with customers and interacting with customers, applying expert product knowledge as it relates to customers, dealing with difficult customers, establishing and maintaining a customer database, and conducting sales presentations.

Application of the Unit

Application of the unit This unit applies to senior sales personnel. It requires the development and maintenance of expert knowledge to provide accurate product information to customers, including post-sales support; and communication, analysis and sales techniques to plan and implement sales presentations, build positive relationships with customers, and resolve customer complaints.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

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Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Establish rapport with customers.	1.1 Establish rapport and relationship with ***customer*** and express a genuine interest in ***customer needs and requirements*** to enhance customer commitment, trust and credibility of store and to build return customer base.
	1.2 Maintain ***professional ethics*** with the customer to promote store image and credibility.
	1.3 Accurately clarify ***customer needs and preferences*** to maximise sales opportunities.
	1.4 Maximise sales opportunities by use of add-on and complementary ***sales techniques***.
	1.5 Give customer space and time to evaluate purchase decision, while using time to maximum advantage for customer and store.

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ELEMENT	PERFORMANCE CRITERIA
	1.6 Use effective methods to close sales.
2 Apply expert knowledge.	2.1 Provide customer with accurate information regarding product and service appraisals, correct statements and warranties according to ***legislative requirements***.
	2.2 Provide detailed knowledge of supplier or manufacturer information according to customer needs and commercial confidentiality guidelines.
	2.3 Evaluate product range, accurately demonstrate features and benefits of products or services where appropriate and make recommendations to the customer to maximise sales potential.
	2.4 Maximise customer interest in product or service through price negotiation where applicable and offer payment and credit options according to ***store policy***.
	2.5 Accurately calculate prices and discounts according to pricing determinants and store policy.
3 Provide post sales support.	3.1 Accurately provide evidence of ongoing support as sale is concluded.
	3.2 Accurately explain ***back-up service*** and reassure customer according to legislative requirements and store policy.
	3.3 Provide customer with store or salesperson's contact details to provide line of contact and customer followed up according to store policy.
	3.4 Accurately enter customer and transaction details into ***customer database***.
4 Plan sales presentations.	4.1 Plan presentation to complement ***product characteristics***.
	4.2 Select client group according to product characteristics and store merchandising policy.
	4.3 Access ***promotional materials*** where required and distribute to client group.
	4.4 Select and prepare a range of products or services for presentation to reflect store image, demographics and merchandising plan.

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ELEMENT	PERFORMANCE CRITERIA
5 Implement sales presentation.	5.1 Ensure sufficient numbers of adequately briefed support staff, where required for a presentation.
	5.2 Apply communication skills to effectively create interest, focus attention, and encourage customer interaction with individuals or groups.
	5.3 Demonstrate products or services to create a buying environment.
	5.4 Measure results of sales presentation according to predetermined criteria, review overall performance and results, and apply information to enhance future ***sales presentations*** according to store sales policy.
6 Maintain and utilise a customer database.	6.1 Maintain customer confidentiality as required by store policy and legislative requirements.
	6.2 Develop and maintain accurate ***customer records*** and store securely according to store policy and procedures.
	6.3 Accurately identify and follow up regular customers according to store marketing policy.
	6.4 Accurately utilise customer records to advise customers on products and services of possible interest.
	6.5 Implement ***customer loyalty schemes*** where required according to store promotional activities.
7 Deal with difficult customers.	7.1 Acknowledge customer complaints and problems and reassuringly support ***difficult customers*** to produce positive outcome.
	7.2 Use questioning and active listening to encourage customer to verbalise issue and minimise customer frustration.
	7.3 Develop customer's confidence in the candidate and product or service to promote long-term trust and commitment to store.
	7.4 Establish mutually acceptable resolution of complaint.

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- selling techniques, including:
  - opening and closing techniques
  - identifying buying signals
  - strategies to focus customer on specific merchandise
  - add-ons and complementary sales
  - overcoming customer objections
- presentation skills
- conflict resolution
- verbal and non-verbal interpersonal communication
- accessing relevant product information
- literacy and numeracy skills in regard to:
  - reading and understanding product information
  - reading and understanding store policies and procedures
  - recording client and sales information
  - calculating prices and discounts.

The following knowledge must be assessed as part of this unit:

- store policies and procedures, in regard to:
  - establishing, maintaining and utilising customer records
  - updating and maintaining customer mailing lists
  - methods of maintaining customer confidentiality and secure storage of customer details
  - pricing, including GST requirements
  - price negotiation and payment and credit options
  - resolving customer complaints
- store and area merchandise and service range
- relevant legislation and statutory requirements
- relevant industry codes of practice
- OHS requirements such as:
  - manual handling
  - plant and equipment

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REQUIRED SKILLS AND KNOWLEDGE

- hazardous substances and dangerous goods
- workers compensation
- customer types and needs, including:
  - customer buying motives, customer behaviour and cues
  - individual and cultural differences, demographics, lifestyle and income
  - types of customer needs, e.g. functional, psychological.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policies and procedures in regard to selling products and services, dealing with customers, planning and implementing sales presentations and providing after sales support • consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services • consistently develops customer commitment to store and builds return customer base by establishing rapport and relationship with customer, maintaining professional ethics, and accurately discerning customer buying motives and customer needs and requirements • consistently maximises sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales • consistently and accurately applies detailed knowledge of manufacturer and supplier supply, back-up service and warranty information to enhance customer support • consistently uses effective questioning, listening

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EVIDENCE GUIDE

	and observation skills to accurately determine customer requirements • consistently and effectively plans, prepares and conducts sales presentations and briefs support staff where required, to create a buying environment and maximise sales performance • consistently evaluates personal and or team sales performance to maximise future sales • consistently and accurately establishes, records and maintains customer records and details, maintains customer confidentiality, ensures secure storage of data and uses customer records to maximise customer interest and create a buying atmosphere • consistently resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant sources of product information
	• relevant documentation, such as:
	  • policy and procedures manuals
	  • industry codes of practice and relevant legislation
	  • OHS legislation and codes of practice
	• a range of customers with different requirements
	• an appropriate range of products and equipment
	• a customer database system.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of the candidate in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party

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EVIDENCE GUIDE

	workplace reports of on-the-job performance. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Customers may include:	• new or repeat contacts • external and internal contacts • customers with routine or special requests • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities • a single customer, couples, families or groups.
Customer needs and requirements may be clarified through:	• observation • appropriate questioning • active listening • empathy • reassurance and confirmation.

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RANGE STATEMENT

Maintaining ***professional ethics*** with the customer may include:	• honesty • positive statements • confirmed appraisals of products and services.
Customer needs and preferences may include:	• product type • brand • size • product characteristics • customer physical needs • price.
Sales techniques will include:	• add-on and complementary products and services • selling up or down • suggestive selling • variety of methods of closing sales.
Legislative requirements may include:	• Trade Practices and Fair Trading Acts • environmental protection legislation • OHS • transport, storage and handling of goods • pricing procedures, including GST requirements • privacy laws • liquor laws • tobacco laws • sale of second-hand goods • health and welfare law specific to local government, state and federal legislation.
Store policy and procedures in regard to:	• selling products and services • maintaining and utilising client records • promotional, marketing, discounting and reward programs • dealing with difficult customers • resolving customer complaints.

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RANGE STATEMENT

Back-up service may include:

- delivery specifications
- warranties and guarantees
- returns policies
- technical support
- installation
- financial products and services.

Customer database may be:

- manual
- computer-based.

Product characteristics may include:

- features and benefits
- price range
- supplier or manufacturer information
- target group.

Promotional materials may include:

- brochures
- pamphlets
- posters
- promotional merchandise
- business cards
- vouchers.

Sales presentations may be:

- in-house
- at client site
- visual
- verbal.

Customer records may include:

- name and contact details
- transaction records
- personal preferences
- anniversaries and special dates
- details of items bought or returned.

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RANGE STATEMENT

Customer loyalty schemes may include:	• customer clubs • customer reward schemes • credit or discount facilities • special offers.
Difficult customers may include:	• aggressive • assertive • passive • fussy • demanding • rude • exasperated • arrogant.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Sales

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TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about ***learner characteristics*** and learning needs 1.2. Confirm a ***safe learning environment*** 1.3. Gather and check ***instruction and demonstration objectives*** and seek assistance if required 1.4. Access and review relevant ***learning resources*** and ***learning materials*** for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of ***details*** regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any ***OHS procedures*** and requirements prior to and during training 2.4. Use ***delivery techniques*** to structure, pace and enhance learning 2.5. Apply ***coaching*** techniques to assist learning 2.6. Use communication skills to provide information,

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ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills 2.7. Provide opportunities for practice during instruction and through work activities 2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use ***measures*** to ensure learners are acquiring and can use new technical and generic skills and knowledge 3.2. Monitor learner progress and outcomes in consultation with learner 3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement 4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• verbaland non-verbal communication techniques, such as:
  • asking relevant and appropriate questions
  • providing explanations
  • demonstrating
  • using listening skills
  • providing information clearly
• safety skills to implement OHS requirements, by acting and responding safely in order to:
  • identify hazards
  • conduct prestart-up checks if required
  • observe and interpret learner behaviour that may put people at risk
• time-management, skills to:

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REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning

- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

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REQUIRED SKILLS AND KNOWLEDGE
procedures • risk controls for the specific learning environment

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	  • different learning objectives
	  • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

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RANGE STATEMENT	
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

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Co-requisite units

Co-requisite units		

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TAEDEL402A Plan, organise and facilitate learning in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Application of the Unit

Application of the unit	This unit typically applies to a person working as an entry level trainer, teacher or facilitator, team leader or workplace supervisor, or any employee responsible for guiding learning through work.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish effective work environment for learning	1.1. Establish and agree upon objectives and scope of the work-based learning 1.2. Analyse work practices and routines to determine their effectiveness in meeting established learning objectives 1.3. Identify and address ***OHS implications*** of using work as the basis for learning
2. Develop a work-based learning pathway	2.1. Address ***contractual requirements*** and responsibilities for learning at work 2.2. Arrange for integration and monitoring of external learning activities with the ***work-based learning pathway*** 2.3. Obtain agreement from relevant personnel to implement the work-based learning pathway
3. Establish the learning-facilitation relationship	3.1. Identify context for learning and individual's learning style 3.2. Select appropriate technique or process to facilitate learning and explain the basis of the technique to learner 3.3. Develop, document and discuss ***individualised learning plan*** with learner 3.4. Access, read and interpret documentation outlining the OHS responsibilities of the various parties in the

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ELEMENT	PERFORMANCE CRITERIA
	learning environment 3.5. Monitor supervisory arrangements appropriate to learner's levels of knowledge, skill and experience to provide support and encouragement and ensure learner's health and safety
4. Implement work-based learning pathway	4.1. Sequence introduction of workplace tasks, activities and processes to reflect the agreed work-based learning pathway 4.2. Explain objectives of work-based learning and the processes involved to learner 4.3. Encourage learner to take responsibility for learning and to self-reflect 4.4. Develop techniques that facilitate learner's transfer of skills and knowledge
5. Maintain and develop the learning/facilitation relationship	5.1. Prepare for each session 5.2. Structure learning activities to support and reinforce new learning, build on strengths, and identify areas for further development 5.3. Observe learner cues and change approaches where necessary to maintain momentum 5.4. Practise ***ethical behaviour*** at all times 5.5. Monitor effectiveness of the learning/facilitation relationship through regular meetings between the parties
6. Close and evaluate the learning/facilitation relationship	6.1. Carry out the closure smoothly, using appropriate interpersonal and communication skills 6.2. Seek feedback from learner on the outcomes achieved and value of the relationship 6.3. Evaluate and document process, including ***impact***, ***self evaluation and reflection***, and file according to legal and organisational requirements
7. Monitor and review the effectiveness of the work-based learning pathway	7.1. Document work performance and learning achievement and keep records according to organisational requirements 7.2. Evaluate effectiveness of the work-based pathway against the objectives, processes and techniques used 7.3. Recommend improvements to work-based practice in light of the review process

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- oral communication and language skills to:
  - motivate the learner
  - transfer skills and knowledge
- interpersonal skills to maintain appropriate relationships
- observation skills to monitor individual progress
- literacy skills to:
  - read and interpret organisational documents, legal documents and contracts
  - complete and maintain documentation
- organisational skills to provide guidance and feedback to individuals
- communication skills, including:
  - using effective verbal and non-verbal language
  - using critical listening and questioning techniques
  - giving constructive and supportive feedback
  - assisting learners to paraphrase advice or instructions back to the trainer/facilitator
  - providing clear and concrete options and advice
  - using appropriate industry/profession terminology and language
  - ensuring language, literacy and numeracy used is appropriate to learners

Required knowledge

- systems, processes and practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture, including industrial relations environment
- systems for identifying skill needs
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
  - visual learners
  - audio learners
  - kinaesthetic learners
  - theoretical learners
- relevant policy, legislation, codes of practice and national standards that may affect training and assessment in the vocational education and training sector
- OHS relating to the work role, including:
  - hazards relating to the industry and specific workplace

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REQUIRED SKILLS AND KNOWLEDGE
• reporting requirements for hazards and incidents • specific procedures for work tasks • safe use and maintenance of relevant equipment • emergency procedures • sources of OHS information

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• prepare and facilitate work-based learning
	• provide evidence of a minimum of two examples of developing work-based learning pathways, that include:
	  • identifying needs for learning
	  • analysing work practices, work environment and work activities
	  • organising and allocating work in a way that reflects learning needs and provides effective learning opportunities through work processes
	• provide a minimum of two examples of a learning facilitation relationship being conducted:
	  • with different individuals
	  • demonstrating communication skills and flexibility
	  • demonstrating one or more of the processes or techniques identified.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

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EVIDENCE GUIDE	
	provided. Assessment must ensure access to information about work activities.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
OHS implications may include:	• OHS obligations • workplace OHS policies and procedures • ensuring work practices, routines and proposed changes do not pose a risk to learners and others.
Contractual requirements may include:	• training plans under apprenticeships/traineeships • requirements of government-funded training programs, such as Workplace English Language and Literacy (WELL).
Work-based learning pathway may include:	• identifying specific goals for work-based learning • identifying job tasks or activities to be included in learning process • appropriate sequencing of job tasks/activities to reflect learner incremental development • direct guidance and modelling from experienced co-workers and experts • opportunities for practice.
Individualised learning plan may include:	• information about individual's learning style, learner characteristics, and the context for learning • clear boundaries and expectations of the learning/facilitation relationship • documented equity or additional support needs for the

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RANGE STATEMENT	
	learner • performance benchmarks to be achieved • activities and processes which together will achieve the benchmarks.
Ethical behaviour includes:	• trust • integrity • privacy and confidentiality of the session • following organisational policies • knowing own limitations • having a range of other intervention referrals ready when needed • honesty • fairness to others.
Impact may be:	• successful achievement, rate of achievement, or lack of achievement of identified goals • achievement of other outcomes as a result of the relationship • development of new goals • new or increased motivation to learn • greater capacity to learn • increase in learner's self-confidence.

Self-evaluation and reflection may include:	• asking critical questions about:
	  • own ability
	  • what worked or didn't work
	  • how the relationship building process could be improved
	• reviewing records and journals on sessions and critically evaluating own performance
	• reviewing feedback from learner and identifying critical aspects and areas for improvement.

Unit Sector(s)

Unit sector	Delivery and facilitation

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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SIBBRES702A Investigate developments in cosmetic treatments using light or laser systems

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to investigate and evaluate developments in cosmetic intense pulsed light (IPL) or laser-based treatment.

Cosmetic applications of light therapies are rapidly increasing in the beauty industry. This includes identifying new information, critically evaluating the quality of information, and researching the availability and relevance of education and training opportunities for own professional development in cosmetic light or laser systems applications.

Application of the Unit

This unit applies to beauty therapists with significant knowledge of skin and hair biology and broad experience in providing a range of skin and hair reduction treatments.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Seek out and apply information.	1.1 Analyse and select ***formal and informal research strategies*** to source ***information on local, national and international developments.***
	1.2 Ensure that supplier claims and published advertising or research are supported by ***substantiated research findings***.
	1.3 Critically evaluate supplier claims against potential safety risks and benefits for clients.
	1.4 Access and evaluate literature on the theory and practice of IPL and laser systems application in hair reduction.
	1.5 Regularly research changes to federal, state or local regulations relating to the cosmetic application of light and laser systems by beauty therapists, and implement them.
	1.6 Give case presentations and literature reviews in the workplace and wider peer settings where applicable.
2 Implement reflective learning practices.	2.1 Evaluate, compare and contrast emerging dermal treatments, protocols and other new ideas.
	2.2 Transfer skills and competencies to new contexts.
	2.3 Use knowledge of the historical, theoretical and philosophical aspects of the field of practice to improve existing practices.
	2.4 Identify personal strengths and weaknesses and implement measures to improve.
3 Contribute to the development of professional practices.	3.1 Establish links and share technical information with other industry professionals using knowledge of industry associations and networks.
	3.2 Maintain membership of relevant professional associations.
	3.3 Identify own professional development requirements for expanding professional practice in dermal treatments using cosmetic light or laser systems.
	3.4 Actively pursue opportunities to participate in ***professional development activities.***
	3.5 ***Monitor*** progress of own professional practice on a regular basis.
4 Analyse technological	4.1 Use information to challenge and extend own perspectives

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trends and clinical practice developments in light therapies to inform own practice.	and ways of thinking. 4.2 Examine and assess implications and consequences of technological trends and emerging treatment protocols for own work. 4.3 Use ***critical analysis*** to identify commercial opportunities presented by emerging trends and technologies in cosmetic light and laser system applications.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- literacy skills to research complex, varied and unfamiliar information sources
- planning and organising skills to undertake the research process
- critical thinking skills to:
  - distil and synthesise information from varied sources
  - develop own positions and ideas on a complex range of issues.

Required knowledge

The following knowledge must be assessed as part of this unit:

- specific current and emerging IPL and laser technologies and trends in hair removal
- local, national and international beauty industry association, dermal treatment networks and professional development opportunities
- research methodologies and options
- recent issues affecting the beauty industry in regard to the use of cosmetic light and laser systems in beauty therapy treatments
- sources of information on relevant federal legislation, state or territory Acts and local regulations, including:
  - non-ionising radiation protection
  - skin penetration
  - health regulations
  - occupational health and safety
  - proposed changes
- sources of information on technological developments and applications in relevant light or laser systems, along with broader references that may inform innovative practice
- business implications and consequences of adopting trends and emergent

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technologies
- professional development and further qualifications available in the field of practice
- areas for improvement in own professional practice.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- conducting research on technological developments with respect to the application of cosmetic light and laser systems, emerging treatment protocols and ideas
- analysing, critiquing and synthesising complex information sources to develop own positions and ideas
- applying recent issues and current regulations affecting the beauty industry in regard to the safe application of cosmetic light and laser systems in treatments
- researching and documenting a personal development plan in light and laser system treatment.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or a technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in or a simulated workplace environment in a range of situations which may include interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a current and varied range of familiar and unfamiliar text and online information sources
- the opportunity to participate actively in relevant industry associations
- the opportunity to participate in, and contribute to,

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discussion through conferences, meetings, seminars, courses and journals
- professional development and other learning opportunities in the cosmetic application of light technologies
- current literature, including specialist journals and industry magazines related to developments in the cosmetic application of light technologies.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of research undertaken by candidate in terms of scope, depth and the level of critical thinking applied
- evaluation of candidate's own professional development plan
- observation of presentations
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of local and international developments in cosmetic light and laser system applications, emerging treatment protocols and ideas.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS705A Apply intense pulsed light and laser safety protocols.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Formal and informal

- formal study
- participating actively in relevant industry

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research strategies may include:	associations • participating in, and contributing to, discussion through conferences, meetings, seminars, courses and journals • participating in professional development and other learning opportunities • reading current literature, including specialist journals and industry magazines • web research.
Information on local, national and international developments may include:	• best practice examples • emerging and future technology • published research.
Substantiated research findings may include:	• objective technical methods • clinical testing • sensory analysis by trained panels or consumers • consumer or market research • published and peer-reviewed outcomes.
Professional development activities may include:	• formal study towards higher qualifications • participating actively in relevant industry associations • articles, presentations, interviews and other communications • attendance at lectures or other informal education activities • participating in research projects • subscription to professional journals • those relating to moving into treatment supervisory role • provision of or participation in training • distance-based learning • mentoring.
Monitoring may include:	• feedback from colleagues • accreditation with professional associations • peer discussions • workplace assessments • supervisory feedback • assessment of treatment results • client surveys • monitoring client attendance and business success.
Critical analysis may include:	• analysing and evaluating actions and policies • clarifying issues, values and standards • comparing and contrasting ideals with practice

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- developing criteria for evaluation
- distinguishing relevant from irrelevant facts
- examining and evaluating assumptions
- exploring implications and consequences
- generating and assessing solutions
- making interdisciplinary connections
- making plausible inferences and predictions
- noting significant similarities and differences
- reading and listening critically.

Unit Sector(s)

Beauty

Competency Field

Research

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SIBBHRS707A Provide intense pulsed light and laser hair reduction treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely apply intense pulsed light (IPL) or laser apparatus as part of a staged program to reduce unwanted hair on areas of the face or body.

The skills and knowledge required to assess for and design and plan hair reduction programs are described separately in:

- SIBBHRS706A Design intense pulsed light and laser hair reduction treatment programs.

Application of the Unit

This unit describes the function of performing hair reduction treatments offered in response to a treatment plan and within a stringent safety framework that relates to the safe use of IPL and laser equipment in a beauty industry treatment environment.

IPL and laser hair reduction treatments are performed by experienced beauty therapists with significant knowledge of skin and hair biology, light physics, and laser safety; and broad experience in providing a range of skin therapies and hair reduction treatments. They exercise judgement in planning and implementing an appropriate treatment program.

Optimum outcomes are usually achieved across a treatment program that involves multiple treatments. The practitioner must monitor and modify the treatments throughout the program in response the client's skin and hair reactions.

Licensing/Regulatory Information

The use of non-ionising radiation for cosmetic treatments is currently subject to licensing under the Queensland Radiation Safety Act 1999 and accreditation of equipment, premises and operator 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.

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With regard to other states and territories, no licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIBBHRS705A Apply intense pulsed light and laser safety protocols

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare treatment area.	1.1 Follow ***safe practice protocols*** for use of IPL and laser equipment.
	1.2 Set up and take down ***appropriate equipment*** as per manufacturer instructions and safety data sheets, and safe practice protocols.
	1.3 Operate ***control panel*** on equipment according to manufacturer instructions.
	1.4 Ensure equipment is operating according to manufacturer instructions and workplace safety checklists.
	1.5 Prepare treatment area considering reflective equipment and risk of fire.
	1.6 Check window coverings and post warning signs according to workplace laser safety procedures.
	1.7 Ensure all attachments are sanitised before and after use on the client.
	1.8 Fill in pre-laser or IPL procedure checklist.
2 Apply safe preparation and	2.1 Consult with ***client*** and review existing ***treatment program plan*** to reflect contraindications arising since the last treatment.

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	care procedures.	2.2 Discuss planned ***treatment area*** and review client understanding of treatment program. 2.3 Confirm agreed treatment with client and complete a signed client consent form. 2.4 Check that all jewellery has been removed by client and practitioner or taped where not removable. 2.5 Cleanse and prepare treatment area as required. 2.6 Photograph the treatment area prior to the treatment session. 2.7 Shave treatment area if required and ensure all shaved hair is thoroughly removed. 2.8 Issue protective eyewear for client, practitioner and any other person present in treatment area. 2.9 Identify ***potential hazards*** throughout treatment procedure.
3	Apply IPL or laser treatment.	3.1 Follow all workplace IPL and laser safety precautions according to laser safety plan and apply equipment to treatment areas for required amount of time. 3.2 Adjust equipment ***treatment settings*** according to treatment plan. 3.3 Explain treatment and sensation, and reassure client throughout each stage of treatment process. 3.4 Apply coupling gel where required, ensuring minimum wastage. 3.5 Perform a test shot according to treatment settings and in an area relevant to treatment site. 3.6 Observe ***immediate skin reaction*** and level of client discomfort. 3.7 Modify treatment program plan and re-adjust and record treatment settings where indicated by an ***immediate adverse skin reaction*** or poor client pain tolerance. 3.8 Start treatment on least pain sensitive areas. 3.9 Work sequentially on target area, avoiding repeat treating any area immediately after first shot. 3.10 Turn off equipment and photograph treated skin areas at completion of treatment service.
4	Provide post-treatment care and advice.	4.1 Wipe treatment skin area with damp cotton wool or sponges to remove gel where required. 4.2 Select ***immediate post-treatment skin cooling products*** and apply according to treatment plan and client reaction to treatment. 4.3 Advise client regarding ***post-treatment home care***. 4.4 Review and adjust treatment program plan to reflect treatment and outcomes.

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4.5 Re-affirm any ***special precautions*** to be followed by client in period leading up to next treatment.

4.6 Fill in post-laser or IPL procedure checklist.

4.7 Confirm and book next appointment in treatment sequence.

4.8 Initiate follow-up to check for post-treatment ***complications or adverse effects*** according to workplace procedures.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal skills to consult with, inform and reassure clients during IPL and laser treatments and provide pre- and post-treatment advice
- communication skills to respond to questions and provide information to client throughout the consultation
- technical skills to:
  - follow safe practice protocols and use IPL or laser equipment safely to perform hair reduction treatments
  - evaluate test shots
  - respond to contraindications and adverse effects
  - identify treatment options and develop treatment programs
- literacy skills to:
  - read and interpret documents, such as:
    - existing treatment plans
    - safety standards for use of IPL and laser equipment
    - health regulations
    - manufacturer instructions and product safety data sheets
    - records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to calculate and modify the desired treatment settings for each treatment session.

Required knowledge

The following knowledge must be assessed as part of this unit:

- federal, state or territory, and local Acts and regulations relating to the safe use of IPL or laser for hair reduction, including:
  - non-ionising radiation protection

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  - skin penetration
  - health regulations
- workplace policies and procedures in regard to IPL and laser hair reduction treatments
- contraindications to treatments
- complications and adverse effects and their causes, including:
  - hypopigmentation
  - hyperpigmentation
  - blistering
  - scarring and textural changes
  - paradoxical increased hair growth
- factors likely to affect suitability of IPL or laser treatments to client needs; and effects, risks and benefits of IPL and laser hair reduction treatments
- causes of skin reactions in regard to IPL and laser patch testing, and appearance and management of specific treatment reactions or adverse effects, including:
  - perifollicular oedema
  - perifollicular erythema
  - infections of the hair follicle
  - burns to skin
- typical features and skin tanning response of each of the six Fitzpatrick skin types and their relationship to IPL or laser applications for hair reduction
- hair growth patterns
- influence of IPL and laser hair reduction on hair growth
- tissue interaction with IPL and laser hair reduction treatments
- chromophores
- melanin absorption
- tanning issues
- anatomy and physiology of the skin and skin structures as they relate to IPL and laser hair reduction treatments, including:
  - normal process of skin ageing and structural change
  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - effects of IPL and laser treatments on physical structure of skin
- wound healing in different skin types and locations
- factors affecting:
  - client pain tolerance
  - treatment settings, including the wavelengths to be used, duration of the pulse and selecting correct energy settings (fluence)
  - client safety and comfort
  - wound healing

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- causes of skin damage
- post-treatment care procedures, including low-frequency laser and healing products
- post-treatment advice for specific treatment areas, including underarm, chest, stomach, bikini line and face
- factors affecting treatments, including test shot skin reaction, follicle distribution, areas treated, extent of area to be treated, and pain tolerance
- operator's legal and insurance liabilities and responsibilities in regard to IPL and laser treatment services.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying detailed IPL and laser specialised knowledge to consult, advise and reassure clients at all stages in treatment, and to provide pre- and post-treatment guidance
- correctly using required equipment along with implementation of safe practice protocols in relation to treatment plan
- adjusting treatment programs and modifying treatment plans for IPL and laser hair reduction where required
- completing and storing treatment documentation.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or a technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a fully equipped simulated laser or IPL hair reduction clinical workplace in a range of real work situations which may include interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a laser clinical treatment area, which includes as a minimum:
  - radiation warning signs stating 'warning laser in

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operation do not enter when light above door is illuminated'
    - non-flammable screens fitted inside windows to protect a person outside the window from non-ionising radiation levels greater than maximum permissible exposure from radiation
    - ventilation designed to ensure that infective agents are not passed downstream in air handling or exhaust system
    - fire extinguishing equipment, such as fire extinguishers, fire blankets and wet cloth drapes
- IPL and laser equipment which, when energised, is capable of emitting an amount of non-ionising radiation higher than accessible limit for a Class 3B laser for relevant period stated in, and measured in accordance with, laser standards AS2211 (i.e. a Class 4 laser or equivalent in the case of IPL)
- cosmetic laser equipment that may include one or more of the following:
    - normal mode alexandrite
    - ruby
    - diode
    - Nd:Yag
- IPL equipment that may 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
- a treatment area, which includes:
    - a magnifying lamp
    - eye protection equipment for clients and operators
    - disposable operator masks
    - cooling after-treatment products
    - manufacturer instructions and safety data sheets
    - laser safety protection plan
- range of clients with different Fitzpatrick skin types seeking hair reduction on a variety of areas on the face and body

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- current safety and environmental standards, guidelines workplace policies, procedures documentation regarding IPL and laser safety.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - setting up laser and IPL equipment to ensure client safety
  - applying IPL and laser hair reduction treatments
  - applying cooling after care treatments
  - providing after-treatment care advice
- third-party reports from experienced IPL and laser hair reduction professionals in the workplace
- case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - actions of IPL and laser technologies on hair follicle and surrounding skin tissue
  - factors affecting client pain tolerance and treatment settings, including wavelengths to be used, duration of pulse and selecting correct energy settings (fluence)
  - wound healing
- completion of clinical practice, including recording practice details, personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS706A Design intense pulsed light and laser hair reduction programs.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Safe practice protocols must include:	• control panel treatment settings • treatment after care (cold compress).
Safe practice protocols may include:	• compliance with relevant federal, AUS/NZS, federal state, territory or local Acts and regulations regarding safe use of Class 4 equivalent IPL or Class 4 laser equipment for cosmetic treatments • workplace safety procedures for clients, operators and IPL or laser treatment areas.
Appropriate equipment may include:	• intense pulsed light • normal mode alexandrite laser • ruby laser • diode laser • Nd:Yag laser.
Control panel may include:	• power settings • pulse settings • time settings • emergency control • delivery systems.
Client may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Treatment program plan may include:	• treatment area
	• follicle type and distribution
	• hair type:
	  • single, compound
	  • straight, curved
	  • fine, coarse
	  • lanugo, vellus, terminal
	• equipment selected
	• planned treatment parameters based on patch test results, including:
	  • wavelengths to be used

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	• pulse duration • energy settings (fluence) • treatment duration • products • equipment • follow-up procedures • contraindications • relevant medical history and medications • outcomes of previous temporary and permanent hair reduction treatments.
Treatment area may include:	• legs • arms • under arms • chin • lip • bikini line • buttocks • abdomen • back • chest.
Potential hazards may include:	• particular hazards of delivery systems • ocular and skin hazards • client-specific hazards • reflected beam hazards • fire, explosion, electrical and environmental hazards.
Treatment settings may include:	• wavelengths to be used • pulse duration • energy settings (fluence) • treatment duration.
Immediate skin reaction may include:	• perifollicular oedema (slight oedema around follicles) • perifollicular erythema (slight redness around follicles) • skin treatment area change from bristly to smooth.
Immediate adverse skin reaction may include:	• excessive perifollicular oedema • excessive perifollicular erythema.
Immediate post-treatment skin cooling products may include:	• cold compress • cryogen sprays • cold gels.
Post-treatment home care	• providing cooling gel for client to apply as needed

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may include:	in 24 hours immediately following treatment • not exposing treatment area to sunlight for a specified time • advising client regarding the appropriate interval between treatments • re-affirming special precautions to be observed prior to the next treatment.

Special precautions may include:	• none of the following treatments:
	  • 30 days prior to treatment:
	  • tweezing
	  • waxing
	  • bleaching
	  • sunbathing
	  • solarium treatments
	  • use of depilatory creams
	  • electrolysis
	  • two weeks prior to treatment:
	  • use of self-tanning products.

Complications or adverse effects may include:	• hypopigmentation • hyperpigmentation • blistering • scarring and textural changes • paradoxical increased hair growth.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBHRS706A Design intense pulsed light and laser hair reduction treatment programs

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to consult with and assess client suitability in order to design intense pulsed light (IPL) or laser treatment programs to reduce unwanted hair on areas of the face or body.

This unit describes the process of applying complex understanding of skin and hair biology and wound healing to evaluate client suitability for the application of light technologies for hair reduction performed in a beauty industry treatment environment.

The therapist designs a staged program of multiple treatments that will safely achieve optimum outcomes for the client.

Application of the Unit

IPL and laser hair reduction treatments are designed by experienced beauty therapists with significant knowledge of skin and hair biology, light physics, laser safety and a broad experience in providing a range of skin therapies and hair reduction treatments.

They exercise judgement in planning and implementing an appropriate treatment program. The use of either IPL or laser apparatus, may be governed by client analysis or the availability of specific equipment in a particular workplace.

Licensing/Regulatory Information

IPL and laser hair reduction treatments are offered within a laser safety framework that is currently designed to reflect the guidelines expressed in Australian and New Zealand Safety Standard AS/NZS4173:2004.

The use of non-ionising radiation for cosmetic treatments is currently subject to licensing under the Queensland Radiation Safety Act 1999, accreditation of equipment, premises and operator 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.

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With regard to other states and territories, no licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

SIBBHRS705A Apply intense pulsed light and laser safety protocols

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult with client.	1.1 Obtain ***relevant information*** to determine ***client's*** requirements.
	1.2 Actively encourage and respond to client ***feedback***.
	1.3 Identify ***client characteristics*** relevant to planning IPL or laser hair reduction treatments using observation and ***relevant diagnostic equipment***.
	1.4 Identify ***client's relevant medical history***.
	1.5 Advise client of possible ***physical effects*** of IPL or laser treatments and ***home care*** required.
	1.6 Identify ***contraindications*** and special precautions relevant to proposed treatments, discuss with client and refer to an ***appropriate professional*** where required.
	1.7 Assess and discuss ***options or limitations*** for future treatments according to client characteristics and contraindications.
	1.8 Ensure that where ***medically-related contraindications*** and special precautions are established, documented medical approval is obtained by the client prior to treatment.
2 Perform patch testing.	2.1 Set client at ease by explaining the sensation of the test before commencing.

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		2.2 Select small area with similar hair and skin to proposed treatment area.
		2.3 Select energy settings (fluence) based on client consultation and analysis and apply a small number of pulses to nominated test area.
		2.4 Record settings and observe ***immediate reactions*** looking for an end point to assist in designing safe and effective treatment.
		2.5 Select ***post-treatment skin cooling products*** and apply according to treatment plan and client reaction to patch test.
		2.6 Wait three to seven days and observe and record skin response.
3	Design a treatment program and discuss with client.	3.1 Determine appropriate ***treatment program*** according to ***client assessment*** and within ***safe practice protocols***.
		3.2 Discuss proposed treatment program according to client's needs.
		3.3 Explain any perceived treatment risks that may be encountered.
		3.4 Discuss ***special precautions*** that client must observe prior to treatment.
		3.5 Discuss ***responsibilities of the practitioner and the client*** within treatment plan and negotiate ***client compliance.***
		3.6 Take pre-treatment photographs of ***agreed hair reduction treatment area***.
		3.7 Negotiate management of selected treatment in relation to other treatments or lifestyle factors.
		3.8 Discuss ***treatment evaluation strategies***.
		3.9 Document ***treatment program plan*** according to ***workplace procedures***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills:
  - use IPL or laser equipment safely to conduct patch tests
  - evaluate patch tests
  - respond to contraindications and adverse effects
  - identify treatment options and develop treatment programs
- interpersonal skills to consult with, inform and reassure clients regarding proposed

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IPL or laser treatments
- communication skills to respond to questions and provide information to client throughout the consultation
- literacy skills to:
  - read and interpret documents, such as safety standards for use of IPL and laser equipment, health regulations, manufacturer instructions, product safety data sheets, and records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to calculate desired treatment parameters for each treatment session.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant federal, state or territory, and local Acts and regulations relating to safe use of IPL and laser for hair reduction, including:
  - non-ionising radiation protection
  - skin penetration
  - health regulations
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to IPL and laser hair reduction treatments
- appearance of contraindications
- complications and adverse effects and their causes, including:
  - hypopigmentation
  - hyperpigmentation
  - blistering
  - scarring and textural changes
  - paradoxical increased hair growth
- principles of light energy and how it interacts with skin and hair
- differing types of IPL and laser equipment and their recommended use and application
- factors likely to affect suitability of IPL or laser treatments to client needs; and effects, risks and benefits of IPL and laser hair reduction treatments
- causes of skin reactions in regard to IPL and laser patch testing and appearance and management of specific treatment reactions or adverse effects, including:
  - perifollicular oedema
  - perifollicular erythema
  - infections of the hair follicle
  - burns to skin
- typical features and skin tanning response of each of six Fitzpatrick skin types
- skin hair structure and growth in regard to permanent hair reduction treatments, including:

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    - types of hair: lanugo, vellus, terminal
    - factors affecting hair growth, such as:
        - hormonal: topical and systemic
        - exposure to sunlight
        - heredity
        - drugs and chemicals
    - hair growth patterns
    - influence of IPL and laser hair reduction on hair growth
    - growth cycle of hair and its relationship to permanent hair reduction using IPL and laser
    - histology of hair
    - tissue interaction with IPL and laser hair reduction treatments
    - chromophores
    - melanin absorption
    - tanning issues
- anatomy and physiology of the skin and skin structures as they relate to IPL and laser hair reduction treatments, including:
    - normal process of skin ageing and structural change
    - normal skin response to irritation and trauma
    - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
    - effects of IPL and laser treatments on physical structure of the skin
    - wound healing in different skin types and locations
- factors affecting:
    - client pain tolerance
    - treatment parameters, including wavelengths to be used, duration of pulse and selecting the correct energy settings (fluence)
    - client safety and comfort
    - wound healing
    - hypertrophic and keloid scarring
    - causes of skin damage
- post-treatment care procedures, including low-frequency laser and healing products
- post-treatment advice for specific treatment areas, including underarm, chest, stomach, bikini line and face
- factors affecting treatment planning, including patch test results, skin healing, skin reaction, follicle distribution, areas treated, extent of area to be treated, client finances, and pain tolerance
- workplace product and equipment range and manufacturer instructions and safety data sheets
- operator's legal and insurance liabilities and responsibilities in regard to IPL and laser treatment services.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying detailed IPL and laser treatment knowledge to consult clients and provide accurate advice according to the needs of the client
- applying workplace policies and procedures in regard to the application and evaluation of IPL and laser patch tests
- applying relevant federal state or territory and local safety Acts, regulations and guidelines relating to safe use of IPL and laser for hair removal
- developing treatment programs and documenting treatment plans for IPL and laser hair reduction.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or a technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a fully equipped laser or IPL hair reduction clinical workplace or simulated workplace in a range of real work situations which may include interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a laser clinical treatment area, which includes as a minimum:
  - radiation warning signs stating 'warning laser in operation do not enter when light above door is illuminated'
  - non-flammable screens fitted inside windows to protect a person outside the window from non-ionising radiation levels greater than maximum permissible exposure from radiation
  - ventilation designed to ensure that infective agents are not passed downstream in air handling or exhaust system

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    - fire extinguishing equipment, such as fire extinguishers, fire blankets and wet cloth drapes
- IPL and laser equipment which, when energised, is capable of emitting an amount of non-ionising radiation higher than accessible limit for a Class 3B laser for the relevant period stated in, and measured in accordance with, the laser standard AS2211 (i.e. a Class 4 laser or equivalent in the case of IPL)
- cosmetic laser equipment, which may include one or more of the following:
    - normal mode alexandrite
    - ruby
    - diode
    - Nd:Yag
- IPL equipment, which may 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
- a treatment area which includes:
    - magnifying lamp
    - eye protection equipment for clients and operators
    - disposable operator masks
    - cooling post-treatment products
    - current safety and environmental standards, guidelines workplace policies, procedures documentation regarding IPL and laser safety
- a range of clients with different Fitzpatrick skin types seeking hair reduction on a variety of areas on face and body.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in a simulated work environment, over sufficient

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time to demonstrate handling of a range of contingencies, including:

- consulting with clients and assessing their characteristics, contraindications and hair reduction needs
- planning a treatment program that involves a series of IPL and laser treatments to achieve client's desired hair reduction outcome
- discussing treatment plan with client
- safe application of an IPL or laser patch test
- applying relevant guidelines, regulations and workplace procedures on safe use of IPL and laser equipment for hair reduction

- case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - actions of IPL and laser hair reduction on the hair follicle and the surrounding skin tissue
  - relevant safety procedures
- third-party reports from technical experts
- completion of clinical practice, including recording practice details, personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS707A Provide intense pulsed light and laser hair reduction treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant information may include:

- areas with unwanted hair
- previous hair reduction treatments
- outcomes of previous treatments
- required outcomes of future treatments.

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Clients may include:	• male or female clients • new or regular clients with routine or special needs • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Client feedback may include:	• enquiries • suggestions • comments • requests.

Client characteristics must include:	• Fitzpatrick skin type one to six
	• hair colour:
	  • dark
	  • medium
	  • pale
	• hair type:
	  • lanugo, vellus, terminal
	  • ingrown
	• skin condition:
	  • dry
	  • normal
	  • oily
	  • combination
	• specific hair reduction treatment area or areas
	• pain tolerance
	• heat tolerance.

Relevant diagnostic equipment may include:	• dermascope • dermalight • melanin diagnostic equipment.
Client's relevant medical history may include:	• existing medical conditions • previous medical conditions • medications.
Physical effects may include:	• temporary heat • temporary localised pain.
Home care may include:	• avoiding sun exposure • using sunscreen • avoiding topical tanning agents • not picking at abrasions • no other phototherapy concurrent with an IPL or laser hair reduction treatment program • avoiding chlorine environments, including pools and

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	spas • keeping body temperature down by avoiding saunas, exercise, and gym.
Contraindications may include:	• sun-tanned skin • artificially tanned skin • pregnancy • some herbal remedies • active herpes simplex • active impetigo • active eczema • active acne • photo-sensitive medication • hypertrophic and keloid scars • tattoos in the treatment area • psoriasis in the treatment area • certain circulatory conditions • inappropriate hair type and colour.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Options or limitations may include:	• alternative treatment recommendations • lifestyle recommendations • contraindications • medical conditions.
Medically-related contraindications may include:	• any condition already being treated by a general practitioner, dermatologist or another skin therapist • medical oedema • recent surgery • diabetes • asthma • epilepsy.
Immediate reactions may include:	• perifollicular oedema (slight oedema around follicles) • perifollicular erythema (slight redness around follicles) • pain tolerance • patch test skin area change from bristly to smooth • erythema.
Post-treatment skin cooling products may include:	• cold compress • cryogen sprays • cold gels.
Treatment program may include:	• energy settings (fluence) • planning frequency of treatments.

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Client assessment must include:	• client requirements
	• client characteristics:
	  • Fitzpatrick skin types one to six
	  • skin condition
	  • specific hair reduction treatment area or areas
	  • pain tolerance
	  • heat tolerance
	• client relevant medical history
	• contraindications
	• patch test outcomes.

Safe practice protocols must include:	• compliance with relevant federal, AUS/NZ, state or local standards for safe use of Class 4 IPL or laser equipment in clinical environments • workplace safety procedures for clients, operators and IPL or laser treatment areas.

Special precautions may include:	• none of the following treatments:
	  • 30 days prior to IPL or laser treatment:
	  • tweezing
	  • waxing
	  • bleaching
	  • sunbathing
	  • solarium treatments
	  • use of depilatory creams
	  • electrolysis
	  • two weeks prior to treatment:
	  • use of self-tanning products.

Responsibilities of the practitioner and the client may include:	• practitioner:
	  • referring to appropriate professionals where indicated
	  • commitment to treatment plan
	  • discussing relevant contraindications or potential complications to treatment
	  • following workplace safety procedures
	• client:
	  • following instructions or advice before, during and after treatment
	  • advising practitioner of any relevant contraindications or potential complications to treatment
	  • advising practitioner of any changes to medical history or any change in medications

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- advising practitioner of compliance issues
- committing to treatment program.

Client compliance must include:

- providing medical clearance for treatment where required prior to treatment
- agreeing to treatment plan and signing a consent form.

Agreed hair reduction treatment area may include:

- legs
- arms
- under arms
- chin
- lip
- bikini line
- abdomen
- back
- chest.

Treatment evaluation strategies may include:

- discussing and reviewing response to treatment
- taking photographs of treatment area before and after each session
- reviewing achievement of treatment goals
- monitoring time frame for achievement of treatment goals.

Treatment program plan may include:

- treatment area
- follicle type and distribution
- hair type:
  - single, compound
  - straight, curved
  - fine, coarse
  - lanugo, vellus, terminal
- equipment selected
- planned treatment parameters based on patch test results, including:
  - wavelengths to be used
  - pulse duration
  - energy settings (fluence)
  - treatment duration
- products
- equipment
- follow-up procedures
- observed contraindications
- relevant medical history and medications
- outcomes of previous temporary and permanent hair reduction treatments.

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Workplace procedures relating to developing treatment plans may include:	• treatment plan pro-forma
	• treatment plan attachments, such as:
	  • signed client informed consent
	  • signed medical release
	  • pre-treatment photographs
	  • providing a workplace pre-treatment handout to the client.

Unit Sector(s)

Beauty

Competency field

Hair Reduction Services

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SIBBHRS705A Apply intense pulsed light and laser safety protocols

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply safe practice protocols when using intense pulsed light (IPL) and laser apparatus in conjunction with dermal treatments.

This unit is described in the context of IPL and laser applications for hair reduction and reflects broad safety standards for a range of clinical dermal applications using IPL and laser technologies. The unit also reflects the guidelines expressed in the Australian and New Zealand safety standard AS/NZS4173:2004, expanded to include the safe use of IPL.

Application of the Unit

This unit describes the application of IPL and laser safety in a beauty industry clinical treatment environment. Experienced beauty therapists may apply IPL or laser equipment for a range of dermal treatments.

IPL and laser hair reduction are performed by experienced beauty therapists with significant knowledge of skin and hair biology, light physics, and laser safety; and a broad experience in providing a range of skin therapies and hair reduction treatments. They exercise judgement in planning and implementing an appropriate treatment program to safely achieve desired hair reduction outcomes for each client.

Licensing/Regulatory Information

The use of non-ionising radiation for cosmetic treatments is currently subject to licensing under the Queensland Radiation Safety Act 1999, and accreditation of equipment, premises and operator 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.

With regard to other states and territories, no licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify operational characteristics of lasers and intense pulsed light equipment.	1.1 Describe basic biophysics of laser and IPL technologies. 1.2 Identify ***types of equipment*** used in hair reduction and their actions on pigmented hair and on skin. 1.3 Identify ***risks*** relevant to each modality. 1.4 Evaluate benefits of laser and IPL hair reduction. 1.5 Identify ***safety measures required to protect clients*** undergoing IPL and laser hair reduction. 1.6 Identify ***safety measures required to protect operators*** and other salon staff during treatments.
2 Set up equipment to ensure client safety.	2.1 Review and follow relevant federal, state or territory, and local legislation, regulations or standards and workplace procedures for use of laser equipment. 2.2 Set up and take down equipment as per manufacturer instructions, safety data sheets and ***workplace laser safety procedures.*** 2.3 Check for biomedical engineering seal of safety. 2.4 Organise regular ***preventive maintenance*** and record outcomes according to workplace procedures. 2.5 Operate ***control panel*** on equipment according to manufacturer instructions. 2.6 Clean and store laser equipment according to manufacturer

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		instructions and workplace procedures.
3	Provide and document safe client preparation and care procedures.	3.1 Complete clinical ***procedures checklists and records*** according to federal, state or territory, and local legislation and regulations and workplace policies and procedures.
		3.2 Provide and document pre-treatment instructions to clients and review client understanding.
		3.3 Document types and details of treatments performed.
		3.4 Document types of equipment used and procedure performed.
4	Provide safe care to clients and staff during treatments.	4.1 Identify ***potential hazards*** with every laser procedure.
		4.2 Ensure equipment is operating effectively according to manufacturer instructions.
		4.3 Monitor window coverings and post warning signs according to federal and local legislation and workplace IPL and laser safety procedures.
		4.4 Remove potentially flammable, combustible items.
		4.5 Check fire extinguisher to ensure it functions.
		4.6 Prepare treatment area considering reflective equipment and risk of fire.
		4.7 Provide protective eyewear for client, self and other persons in treatment area.
		4.8 Comply with environmental safety measures for laser plume, laser masks, and smoke evacuation according to current standards, guidelines and workplace procedures.
		4.9 Ensure ***safe ventilation*** for client, self or other persons in treatment area.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
  - convey pre-treatment advice to clients
  - use language and concepts appropriate to cultural differences
  - introduce clients to light therapy hair reduction treatments
  - liaise and negotiate with colleagues
- literacy skills to:

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    - read relevant standards, regulations, guidelines, workplace safety documents and manufacturer instructions on equipment use and maintenance
    - ensure work practices comply with required standards
- numeracy skills to comprehend the units of measurement related to laser and IPL apparatus
- initiative and enterprise skills to implement safety procedures in treatment areas.

Required knowledge

The following knowledge must be assessed as part of this unit:

- physics of light, including:
    - energy forms
    - electromagnetic spectrum
    - optical region of the electromagnetic spectrum
    - wavelengths
    - characteristics of a wave
- operational characteristics of lasers, including:
    - generation of laser beam and propagation of light
    - characteristics of laser beams
    - properties of different types of lasers
    - optical pathways
    - delivery systems and applicators used for hair reduction
- how light energy interacts with skin and hair
- laser controls, such as:
    - power settings
    - pulse settings
    - time settings
    - emergency control
    - delivery systems
    - ionising and non-ionising radiation
- operational characteristics of IPL apparatus, including:
    - programmable systems
    - basic set up (manual choice)
    - powerful systems
    - significantly lower power systems
    - common differences in systems imported from China, Europe, US and Israel
    - chilled sapphire or similar optical substance head
    - non-chilled sapphire head
    - non-laser light source
    - characteristics of flashlamp
    - capacitors - free discharge or partial discharge

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  - different filters
  - properties of IPL equipment
- parameters that effect the delivery of light, including:
  - spectrum of delivered wavelengths as determined by cut-off filters
  - number of delivered pulses, including single and multiple pulsed shots
  - pulse duration in milliseconds
  - delay between pulses in milliseconds
  - delivered fluence
  - laser hazards
  - particular hazards of delivery systems, including:
    - ocular and skin hazards
    - client-specific hazards
    - reflected beam hazards
    - fire, explosion, electrical and environmental hazards
- current standards, regulations and guidelines relating to:
  - laser classification and hazard analysis
  - audit of laser facilities
  - examples of safe practice and programs
  - equipment inspection (quality assurance) protocols
  - investigation and management of laser accidents or incidents
  - eye protection and protective eyewear
  - potential for fire and explosion and protection against flammability hazards
  - management of airborne contaminants (laser plume)
  - electrical safety laser controlled treatment areas, including designation, warning signs, entry controls, and control of access to the laser
  - general rules in a laser treatment area
  - safety of laser products
  - equipment classification
  - safe use of laser equipment
  - laser hazards, including beam hazards and non-beam hazards
  - risk and hazard management
  - risk assessment
  - hierarchy of hazard control:
    - engineering controls
    - administration controls
    - personal protective equipment
    - quality assurance testing and preventive maintenance
    - safe work practices.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifying hazards, analysing the clinical environment and participating in the development, implementation and maintenance of safe practices and risk control for selected hazard types in a laser or IPL clinical treatment area
- applying knowledge of relevant standards, guidelines, workplace policies and procedures relating to safe use of IPL and laser apparatus for hair reduction
- implementing safe practice protocols in relation to:
  - setting up equipment
  - maintaining equipment
  - client preparation and care
- completing and storing required documentation relating to clinical procedures checklists and records.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or a technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a fully equipped simulated laser or IPL hair reduction clinical workplace in a range of real work situations which may include interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a laser clinical treatment area, which includes as a minimum:
  - radiation warning signs stating 'warning laser in operation do not enter when light above door is illuminated'
  - non-flammable screens fitted inside any windows to protect a person outside window from non-ionising radiation levels greater than maximum permissible exposure from radiation

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    - ventilation designed to ensure that infective agents are not passed downstream in air handling or exhaust system
    - fire extinguishing equipment, such as fire extinguishers, fire blankets and wet cloth drapes
- IPL and laser equipment which, when energised, is capable of emitting an amount of non-ionising radiation higher than accessible limit for a Class 3B laser for relevant period stated in, and measured in accordance with, laser standards AS2211 (i.e. a Class 4 laser or equivalent in the case of IPL)
- cosmetic laser equipment that may include one or more of the following:
    - normal mode alexandrite
    - ruby
    - diode
    - Nd:Yag
- 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
- a treatment area, which includes:
    - a magnifying lamp
    - eye protection equipment for clients and operators
    - disposable operator masks
    - cooling after-treatment products
    - manufacturer instructions and safety data sheets
    - laser safety protection plan
- a range of clients with different Fitzpatrick skin types seeking hair reduction on a variety of areas on the face and body
- current safety and environmental standards, guidelines workplace policies, procedures documentation regarding IPL and laser safety.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment

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Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks over sufficient time to demonstrate handling of a range of contingencies, including:
  - setting up and taking down equipment
  - organising preventive maintenance
  - completing clinical procedures checklists
  - providing and documenting safe client care procedures
  - identifying potential hazards
  - complying with treatment environment safety procedures
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS707A Provide intense pulsed light and laser hair reduction treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Types of equipment may include:

- laser systems, such as:
  - normal mode alexandrite
  - ruby
  - diode
  - Nd:Yag
- IPL systems with some of the following characteristics:

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- programmable
- manual
- multiple pulsed shots
- single pulsed shots
- chilled sapphire head
- one or minimal choice of filters
- multiple filters.

Risks may include:

- incomplete hair removal or regrowth
- darkening of the skin (hyperpigmentation)
- lightening of the skin (hypopigmentation)
- blistering and scarring
- changes in the skin texture
- crusting or scabbing
- hair changes.

Safety measures required to protect clients may include:

- pre-treatment patch testing
- adequate eye protection
- filtering and exhausting airborne contaminants
- adequate ventilation.

Safety measures required to protect operators may include:

- adequate eye protection
- wearing masks
- adequate ventilation
- appropriate draping of areas surrounding treatment site.

Workplace laser safety procedures may include:

- laser safety protection plan addressing:
  - access to laser treatment areas
  - flammability hazard and fire safety
  - handling of fibre optic delivery systems
  - laser-generated airborne contaminants
  - ocular safety.

Preventive maintenance must include:

- documentation, including:
  - relevant equipment safety standards
  - equipment service history
  - schedule for recommended testing and maintenance
- regular testing.

Control panel may include:

- power settings
- pulse settings
- time settings
- emergency control
- delivery systems.

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Procedures checklists and records may include:	• pre-treatment • intra-treatment • post-treatment • monthly • six-monthly.
Potential hazards may include:	• particular hazards of delivery systems • ocular and skin hazards • client-specific hazards • reflected beam hazards • fire, explosion, electrical and environmental hazards.
Safe ventilation may include:	• exhaust systems • filters • masks.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBXPSM503A Promote a personal services business

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, to expand both the client base and business turnover.

The unit describes the function of regularly developing and integrating a full range of marketing strategies and tasks to expand and diversify the client base, maintain and improve client re-booking, and increase average client spending in a personal services environment. Ongoing monitoring and adjustment of marketing activities, along with evaluation of business performance, are also required to achieve ongoing business success.

Application of the Unit

This unit applies to the full range of personal services industry sector environments and may include single or multiple outlet businesses.

Personal services managers may also be small business owners, and are required to apply initiative and judgement across a broad range of management functions.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Develop marketing strategies.	1.1 Analyse the business and its key services and products to determine the focus of marketing activities that support business objectives. 1.2 Evaluate the ***customer demographic*** and ***target market*** for the business as a basis for marketing strategies. 1.3 Determine ***marketing*** objectives and ***strategies*** in consultation with ***relevant people*** and according to the business plan.
2 Determine a marketing mix for the business.	2.1 Balance volumes and pricing of service and product mix to optimise turnover and profit. 2.2 Evaluate costs and benefits of providing different ***services*** and ***product ranges*** and consider the results in determining the marketing mix of the business. 2.3 Determine the marketing mix according to market and business needs, ***legislation, codes and national standards relevant to the workplace.***
3 Implement marketing strategies.	3.1 Brief ***persons involved in the marketing effort*** on their roles and responsibilities to ensure the success of marketing strategies. 3.2 Plan and implement ***promotional activities*** according to marketing objectives and budgetary requirements.
4 Monitor and improve marketing performance.	4.1 Regularly monitor marketing activities and evaluate business performance against targets. 4.2 Analyse ***performance gaps*** and take corrective action or set new targets. 4.3 Encourage relevant people to propose ways to improve marketing performance. 4.4 Seek ***customer reaction*** to all aspects of the marketing mix, and analyse to improve targeting and outcomes. 4.5 Conduct ongoing research of customer requirements to identify opportunities for change and improvement. 4.6 Monitor changes in market opportunities and investigate new business opportunities that assist business development.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills that take into account the culture, background and abilities of suppliers, staff and clients, while demonstrating communication techniques, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
- literacy skills to:
  - research, analyse and interpret marketing information
  - prepare reports
  - document results
- numeracy skills to:
  - calculate fixed and variable costs
  - calculate team and individual target turnover
  - determine and monitor stock level costs and turnover
  - evaluate business turnover and profit
  - interpret and maintain data
  - set and manage budgets for marketing and promotion
- problem-solving skills to identify performance gaps and take corrective action
- technology skills to use salon business and marketing software as a research, planning and evaluation tool
- record-keeping skills to:
  - organise marketing research
  - track progress towards the achievement of marketing goals.

Required knowledge

The following knowledge must be assessed as part of this unit:

- current and desired business demographic
- target market for the business
- risks and benefits of the marketing strategies outlined in the range statement in the context of the particular business
- risks and benefits of the promotional activities outlined in the range statement in the context of the particular business
- range and availability of new products and services
- sources of product supply
- valid methods for measuring and evaluating customer reaction to marketing and promotional strategies in the context of the particular business.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- developing a mix of marketing and promotional strategies that complement the business
- implementing and regularly monitoring and adjusting the marketing and promotional strategies to optimise the chances of business success
- maintaining, monitoring and evaluating service and sales delivery
- regularly and accurately maintaining records and interpreting data on service and sales delivery
- applying research skills to investigate and evaluate market opportunities for the business.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- relevant salon business software
- appropriate text and online research resources
- information regarding relevant business networks and experts
- appropriate marketing and promotional documentation and resources normally used in personal services businesses, including sample organisational strategic and marketing plans
- simulated data and information records from relevant previous marketing research activities in personal services businesses
- direct marketing activity data

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- relevant industry codes of practice.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner undertaking the marketing and promotional tasks in for an actual or simulated personal services business, over sufficient time to demonstrate handling of a range of contingencies, including:
  - developing and integrating a full range of marketing strategies to expand and diversify the client base
  - maintaining and improving client re-booking
  - increasing average client spending
  - evaluating the outcomes of strategies
- portfolio of evidence demonstrating the planning, implementation and evaluation of marketing and promotional strategies designed to improve business turnover, including the analysis and evaluation of customer reactions
- case studies related to specific salon marketing and promotional scenarios
- third-party reports from technical experts
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- BSBSMB404A Undertake business planning
- SIBXPSM502A Manage treatment services and sales delivery.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Customer demographic may

- residential and business location in relation to the

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include:

business

- age group categories, including:
  - 18-25
  - 25-35
  - 35-45
  - 45+
- gender
- socioeconomic groups.

Target market may include:

- being confined to:
  - a particular age demographic
  - a particular socioeconomic group
- growth in low performing age-group categories
- retail consumers
- services consumers
- groups and/or individuals.

Marketing strategies may include:

- increasing the average client bill through staff incentives
- incentives to attract new clients
- off-peak promotion ideas
- incentive schemes to encourage re-booking by clients
- pricing, presentation and display of products and services
- promotion and advertising
- changing the service and professional product range, retail range and/or mix
- pursuing cost leadership and/or product differentiation within a specialist market segment
- creating a very different product line or service so that the business becomes a class leader in the industry.

Relevant people may include:

- owner/operator partners
- financial backers
- accountants or other specialist services
- family members
- team members
- regulatory bodies
- suppliers.

Services may include:

- full range of hairdressing services
- areas of hairdressing service specialisation
- full range of beauty services
- areas of beauty service specialisation

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- complementary services available from the same business.

Product ranges may include:

- professional hairdressing products
- professional beauty products
- retail hair care products
- retail skin care products
- sundry hair or beauty care equipment
- other retail products stocked by the business.

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- federal, state or territory, and local government legislative requirements affecting business operation, especially in regard to:
  - occupational health and safety and environmental issues
  - equal employment opportunity
  - industrial relations
  - anti-discrimination legislation
- relevant industry codes of practice.

Persons involved in the marketing effort may include:

- team members
- partners
- advertising professionals
- promotions professionals
- graphic designers
- photographers
- printers
- product suppliers.

Promotional activities may include:

- website
- word of mouth, referrals and testimonials
- professional and industry journals
- advertising in newspapers, on radio or on television
- mail drops
- display posters
- telephone canvassing
- exhibitions and in-store promotions
- sponsorship
- development of networks and strategic alliances
- staff development programs to enhance customer service orientation
- staff incentives
- client incentives, including loyalty programs and

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	discounting.
Performance gaps may include:	• level of customer service provided by team or individual staff member is below required standard • average dollar value per client is below required level • individual staff member down-time • inefficient time management of treatment • under-achievement of turnover targets by some team members • profit margins being set too low • insufficient allocation of funds to marketing.
Customer reaction may be determined through:	• survey or other feedback mechanisms • informal discussion • customer meetings and focus groups • sales to contact ratio • trend analysis.

Unit Sector(s)

Cross-Sector

Competency Field

Personal Services Management

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SIBXPSM502A Manage treatment services and sales delivery

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain and improve the delivery of treatment services and associated sales in a personal services environment. It describes the function of managing optimum staff treatment performance, product sales, and managing product and equipment development.

Application of the Unit

This unit applies to personal services businesses, such as beauty salons, hairdressing salons, nail salons and spas.

Personal services managers may also be small business owners, and are required to apply initiative and judgement across a broad range of management functions.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Maintain and improve treatment services and sales delivery.	1.1 Communicate, implement and regularly review policies and procedures for treatment services and sales delivery. 1.2 Seek and use customer feedback to improve the provision of treatment services and sales delivery. 1.3 Plan and implement an adequate ***resource allocation*** for treatment service provision in line with salon policy. 1.4 Consult with and involve the workplace team in taking decisions to overcome problems and adjust treatment service provision.
2 Maintain and improve salon turnover and profit margin.	2.1 Set product and service pricing based on analysis of ***client age demographic, hourly expenses, seat or treatment area time and target profit margin***. 2.2 Set, monitor and regularly review team and individual staff member's services and retail sales ***target turnovers***. 2.3 Provide ***feedback*** to individual staff members on progress towards targets and general sales and treatment service performance. 2.4 Encourage staff members to take responsibility for meeting client requirements and increasing their average client bill. 2.5 Research and implement staff incentive and reward schemes to increase client re-booking as appropriate to the salon.
3 Manage contingencies.	3.1 Address and resolve ***treatment and service-related complaints*** that have been referred by staff according to salon policy. 3.2 Seek and use feedback on client satisfaction to improve future operations and services. 3.3 Monitor and evaluate corrective actions for effectiveness and use for future operational planning.
4 Coordinate staff training and support.	4.1 Negotiate staff product and treatment training with suppliers and educators to support the introduction of new equipment, products and services. 4.2 Recognise opportunities to increase the ***sales, safety*** and treatment service capabilities of members of the staff team and arrange relevant training. 4.3 Allocate a ***workplace mentor or supervisor*** to staff undertaking training to ensure on-the-job and off-the-job training and practice occur according to a predetermined training plan.
5 Provide a harmonious and productive working	5.1 Maintain sufficient supply of stock to support services and sales delivery and meet customer requirements. 5.2 Regulate access to and use of professional products that

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environment.	minimise waste and support organisation's environmental sustainability targets. 5.3 Maintain staff salaries and working conditions in line with current awards, legislation and salon policies. 5.4 Encourage team members to assist each another in achieving optimum service levels according to workplace procedures. 5.5 Establish, promote and maintain workplace programs for cleaning, storing and maintaining tools and equipment according to relevant legislative requirements and manufacturer specifications. 5.6 Replace or repair faulty equipment as soon as practicable and with minimum disruption to the work of the team. 5.7 Maintain ***complete and accurate records*** and provide access to authorised personnel.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills that take into account the culture, background and abilities of suppliers, staff and clients, while demonstrating communication techniques, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
- literacy skills to:
  - research, analyse and interpret product and equipment information
  - prepare reports
  - document results
- numeracy skills to:
  - calculate fixed and variable costs
  - calculate team and individual target turnover
  - determine and monitor stock level requirements
  - interpret and maintain data
- record-keeping skills relating to:
  - product suppliers
  - stock
- technology skills to use salon business and marketing software as planning and

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evaluation tool
- contingency planning skills to:
  - service casual clients
  - evaluate corrective actions taken for effectiveness and apply to future service planning
- problem-solving skills to deal with unresolved treatment and service-related complaints that are referred on by team members
- planning and organising skills to:
  - train staff to:
    - enhance staff existing treatment and service capabilities
    - support the introduction of new equipment, products and services
  - keep records
  - plan resources to roster staff to service treatment booking
- technology skills to use salon business software for research, planning and evaluation.

Required knowledge

The following knowledge must be assessed as part of this unit:

- hourly expenses for the business
- seat or service area time and target profit margin as described in the range statement, in the context of the particular business
- range, availability and environmental impact of new products and services
- salon policies and procedures in regard to:
  - sales and service delivery
  - environmental sustainability
  - quality assurance and control
  - stock maintenance and control
  - pricing
  - rostering staff
- local health regulations
- legislative requirements relating to occupational health and safety.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in	Evidence of the following is essential: • maintaining, monitoring and evaluating service and

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this unit

sales delivery

- communicating treatment service, and sales plans and targets, along with providing feedback on performance and outcomes to the team and individual members
- proactively implementing strategies to improve service and sales delivery and outcomes
- regularly and accurately maintaining records and interpreting data on service and sales delivery
- negotiating and arranging the ongoing supply of professional and retail products and goods according to workplace policy
- using systems for:
  - maintaining, monitoring and evaluating the supply of stock
  - monitoring and organising staff training and development.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time, over a range and variety of complex tasks/projects and situations and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- multiple clients with a diverse range of beauty or hairdressing services requirements
- information on professional and retail products and suppliers
- appropriate text and online resources
- electronic salon appointment, point-of-sale and client record system
- relevant workplace documentation, including:
  - awards
  - health regulations
  - occupational health and safety regulations
  - training agreements
  - workplace policies and procedures.

For further guidance on the use of an appropriate simulated

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environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated salon environment, over sufficient time to demonstrate handling of a range of contingencies, including observing the person integrating and applying the skills and knowledge described in this unit in the workplace
- a portfolio of evidence demonstrating the planning, implementation and evaluation of workplace strategies designed to improve service and sales levels, including the collection and analysis of customer feedback
- case studies related to specific service and sales scenarios
- third-party reports from technical experts
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXPSM501A Lead teams in a personal services environment.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Resource allocation may include:

- staff
- stock range and levels
- workstations
- equipment
- technology
- financial resources.

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Client age demographic may include:	• 18-25 • 25-35 • 35-45 • 45+.
Hourly expenses must include:	• variable expenses • fixed costs • hours that the business is open.
Seat or treatment area time and target profit margin must include:	• average time that a client occupies a seat or individual treatment area per hour in the service environment • the average seat or individual treatment area time required to cover hourly expenses and achieve an acceptable profit margin.
Target turnover may be measured:	• daily • weekly • monthly • according to individual salon policy.
Feedback may include:	• verbal feedback • written feedback • team turnover charts or graphs • access to online turnover statistics.
Treatment and service-related complaints may include:	• dissatisfaction with a service result • adverse treatment results • allergic reactions to product • damage to client apparel • dissatisfaction with waiting and/or service time duration • dissatisfaction with a retail product • cost-related complaints • dissatisfaction with an operator's treatment skills • dissatisfaction with an operator's attitude.
Sales may include:	• treatment services • retail sales.
Safety may include:	• operator safety • client safety • environmental safety practices.
Workplace mentor or supervisor may include:	• more experienced operator from the team • team or salon manager • salon owner/manager.
Complete and accurate records may include:	• electronic records • hard copy records.

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Unit Sector(s)

Cross-Sector

Competency Field

Personal Services Management

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BSBWOR501A Manage personal work priorities and professional development

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.

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

Application of the Unit

This unit applies to managers and focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent

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	with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation 1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and ***own responsibilities and accountabilities*** 1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2. Use ***technology*** efficiently and effectively to manage work priorities and commitments 2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against ***competency standards*** to determine development needs, priorities and plans 3.2. Seek feedback from employees, ***clients and colleagues*** and use this feedback to identify and develop ways to improve competence 3.3. Identify, evaluate, select and use ***development opportunities*** suitable to personal learning style/s to develop competence 3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships 3.5. Identify and develop new skills to achieve and maintain a competitive edge

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive, analyse and report on feedback • literacy skills to interpret written and verbal information about workplace requirements • organisational skills to set and achieve priorities.
Required knowledge

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

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed • personal development plan, with career objectives and an action plan • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • analysis of responses to case studies and scenarios • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations • oral or written questioning to asses knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Management.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Own responsibilities and accountabilities may include:	• expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
Technology may include:	• computerised systems and software, databases, project management and word processing • electronic diary

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	• personal digital assistant (PDA)
Competency standards may include:	• enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues may be:	• colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

Management and Leadership - Management

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SIBXRES501A Investigate new products and services

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to investigate, plan for and introduce new products and services. Personal services managers regularly investigate new products and services in order to change or enhance the business product or service range. They may be required to apply initiative and judgement, using a range of problem-solving and decision-making strategies.

Application of the Unit

This unit applies to the full range of personal services environments and may include single or multiple outlet businesses. Personal services managers may also be small business owners.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

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unit of competency.	further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Analyse market.	1.1 Identify workplace ***marketing and merchandising policies.***
	1.2 Informally monitor ***client requirements*** in order to evaluate ***market trends*** and client needs.
	1.3 Monitor workplace ***product and service range*** to identify the demand for individual items and seasonal variations.
	1.4 Identify ***opportunities to improve sales and services***.
	1.5 Research and identify potential ***new products and services***, and evaluate ***supplier claims***, and potential safety risks and benefits for clients.
	1.6 Identify ***market competition***.
2 Plan product and service range.	2.1 Assess the salon product and service range against ***workplace policies and procedures***, market analysis, sales performance, environmental impact and existing workplace skills and knowledge.
	2.2 Identify ***new techniques*** for sourcing service range based on research conducted.
	2.3 Identify workplace space requirements and optimum product or service mix according to the market analysis.
3 Maintain supplier relations.	3.1 Establish and maintain ***relationships with suppliers***.
	3.2 Identify new and existing suppliers and update them according to ***performance indicators*** and workplace requirements.
4 Negotiate supply of goods.	4.1 Negotiate and implement arrangements with suppliers according to workplace policies and procedures.
	4.2 Monitor stock and supplier ***records*** for accuracy and legibility and take appropriate required remedial action.
	4.3 Convey records of negotiations and agreements to ***appropriate personnel*** within designated time frames.
	4.4 Take immediate corrective action where potential or actual problems with supply are indicated.
	4.5 Analyse, evaluate and amend product range and ***source of supply*** according to management, staff and client feedback.
5 Monitor quality control.	5.1 Establish merchandise quality standards with suppliers according to ***legal requirements***, minimal environmental impacts, client requirements and workplace policies and procedures.
	5.2 Monitor ***merchandise quality*** during supply and delivery process.
	5.3 Record stock return figures and analyse against target figures.
6 Introduce product range.	6.1 Inform staff of new product ranges and services, and implement relevant staff training.
	6.2 Demonstrate, promote and display new products and services to

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		staff according to workplace merchandising plan.
7	Maximise profit.	7.1 Calculate or estimate individual product range contributions against budget targets. 7.2 Develop product range assessment checks and implement against budget targets. 7.3 Maximise profit margins in negotiation with suppliers. 7.4 Determine workplace pricing policies for services and products according to stated net profit margin in workplace merchandising plan. 7.5 Negotiate specifications for ***terms of trade***.
8	Rationalise stock.	8.1 Update product range at regular intervals. 8.2 Identify product lines to be deleted and take action to minimise adverse effects on profit. 8.3 Consolidate stock as required to maximise sales potential.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- analytical skills to investigate products and services, including:
  - evaluation and analysis of market trends and projections
  - evaluation of supplier product claims
  - evaluation and analysis of sales figures and investment levels
  - evaluation and analysis of space requirements
- problem-solving skills to negotiate with suppliers
- planning and organising skills relevant to staff training
- literacy skills to research, source, read, comprehend and apply relevant information to evaluate products and equipment relevant to the range of services that may be offered by the business
- numeracy skills to cost and plan expenditure on new products and equipment
- technical skills to safely use new products and equipment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- workplace policies and procedures in regard to merchandising and marketing
- legislation and statutory requirements, including consumer law, in regard to merchandising and marketing
- policies and procedures in relation to investigation of products and services,

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including:

- industry codes of practice
- market needs
- range of products and services available
- methods for substantiating claims of product and equipment performance
- legislative requirements for the safe application of new technologies
- current and future stock levels
- existing and possible new suppliers
- salon quality control procedures and requirements
- salon environmental control procedures and requirements
- staff product training policies
- profit requirements.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying research skills to source, identify and evaluate new products, equipment and services, including:
  - product performance
  - organisational capability to use new technology
  - staff training costs
  - risks and benefits to clients
  - risks and benefits to the business
- applying workplace policies and procedures in regard to:
  - market analysis
  - environmental impact controls
  - planning
  - procurement and rationalisation of product and service ranges
- maintaining supplier relations, including:
  - negotiating supply of goods
  - rationalising stock
  - monitoring quality control
- communicating product range information to team members.

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Context of and specific resources for assessment

Assessment must ensure that:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real workplace situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- the internet
- appropriate text and online resources
- information on professional and retail products and suppliers
- information regarding new products and equipment from a professional services range
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different product and service requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - performing market analysis
  - negotiating supply of goods
  - rationalising stock
- research reports, case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of investigating new products and services, including:

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- market analysis
- product and equipment evaluation
- quality standards
- profit margins

- completion of workplace documentation relevant to investigating new products and services procedures
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXPSM502A Manage treatment services and sales delivery.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Marketing and merchandising policies may include:

- current market position
- target markets
- quality control policies and procedures
- pricing, labelling and packaging requirements
- net profit margin.

Client requirements may include:

- price
- quality
- range.

Market trends may include:

- popularity of new and emerging technologies
- popularity of products with minimal environmental impact
- increased demand for some products and services
- decline of some services.

Product and service range may include:

- new or existing stock
- new or existing services
- new techniques.

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Opportunities to improve sales and services may include:	• expansion of existing services • introduction of new services • increasing service capability through staff education and training • equipment upgrade • image update.

New products and services may include:	• new generation hair reduction equipment, including:
	  • intense pulsed light systems
	  • laser systems
	• skin care products and equipment
	• nail care products and equipment
	• massage services
	• relaxation services.

Supplier claims must include:	• substantiated ***research***, ***such as***:
	  • objective technical methods
	  • clinical testing
	  • sensory analysis by trained panels or by consumers
	  • consumer or market research
	  • published and peer reviewed outcomes.

Market competition may include:	• salons • day spas • private operators.
Workplace policies and procedures may include:	• pricing/profit margins • product placement • supplier payment • client service • market analysis • planning, procurement and rationalisation of product and service ranges • maintenance of supplier relations • quality control • environmental impact controls.
New techniques may include:	• new equipment • new products.
Relationships with suppliers may include:	• face-to-face contact • correspondence • telephone or electronic contact.
Performance indicators may include:	• price • quality

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	• performance • supply reliability • product range.
Records may include:	• hard copy • electronic.
Appropriate personnel may include:	• staff • salon/store owner.
Source of supply may include:	• local • interstate • overseas.
Legal requirements may include:	• consumer law • inclusion or exclusion of goods and services tax (GST).
Merchandise quality may depend on:	• damage • expiry date.
Terms of trade may include:	• special buys • payment terms • promotional deals with suppliers • partnership promotions.

Unit Sector(s)

Cross-Sector

Competency field

Client Services

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SIBBSPA505A Provide Indian head massage for relaxation

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide Indian head massage as part of a spa program.

Application of the Unit

Day spas, destination spas and beauty salons may offer Indian head massage as a specialised relaxation treatment.

Beauty therapists providing Indian head massage, operate with some level of autonomy or under limited supervision.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

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unit of competency.	further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult with client and plan the treatment.	1.1 ***Consult*** in a polite and friendly manner to determine ***client's*** expectations. 1.2 Encourage client to ask questions and clarify points that may arise. 1.3 Explain ***Indian head massage, treatment objectives*** and outcomes that would meet client needs. 1.4 Identify ***client's relevant medical history, contraindications***, physical condition and ***lifestyle***. 1.5 Identify relevant contraindications, and discuss with client and refer to an appropriate professional where required. 1.6 Record, explain and confirm ***treatment plan*** with client.
2 Prepare for Indian head massage.	2.1 Prepare work environment to meet hygiene and treatment requirements. 2.2 Ensure that ***environmental conditions*** are suitable for client and treatment. 2.3 Help client into a comfortable and relaxed seated position for the treatment. 2.4 Ensure own posture and position minimise fatigue and risk of injury to self and client. 2.5 Select appropriate ***massage medium***.
3 Provide Indian head massage.	3.1 Help client to maintain an upright, comfortable seated position and ensure client safety throughout the treatment. 3.2 Ensure client modesty and privacy at all times. 3.3 Apply ***massage techniques*** according to agreed treatment plan to meet intended outcomes. 3.4 Vary massage pressures and rhythms to meet client needs. 3.5 Ensure massage movements suit the ***parts of the body*** being treated. 3.6 Recognise ***adverse reactions*** that occur during massage treatment and take prompt remedial action. 3.7 Ensure treatment stages are carried out in line with expected treatment time frames. 3.8 Monitor client following treatment in a relaxing environment according to workplace procedures.
4 Review treatment and provide post-treatment advice.	4.1 Confirm client satisfaction with massage and seek feedback. 4.2 Offer ***future treatment advice*** and make accurate and constructive recommendations. 4.3 Advise client on ***recommended actions and home care*** as necessary.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal and communication skills to:
  - develop rapport with clients when conveying service and product advice
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - explain the features, benefits and application processes of Indian head massage
- technical skills to:
  - monitor client comfort and wellbeing at regular intervals
  - safely perform and sequence Indian head massage techniques to meet client needs
  - respond to contraindications and adverse effects
- literacy skills to read, comprehend and update treatment plans, relevant workplace documents and treatment information
- numeracy skills to comprehend and achieve workplace treatment time frames
- critical thinking skills to evaluate outcomes of Indian head massage and recommend further treatments.

Required knowledge

The following knowledge must be assessed as part of this unit:

- history, origins and traditions of Indian head massage
- basics of Ayurveda and Ayurvedic bodywork
- anatomy and physiology of the:
  - body and body structures as they relate to Indian head massage
  - skin and skin structures as they relate to Indian head massage
- classifications of massage techniques and the effects of massage on clients
- how to apply and adapt massage to meet client needs
- why effective client breathing is necessary before starting the treatment
- what constitutes a contra-action, for example:
  - tiredness
  - heightened emotional state
- course of action in the event of a contra-action occurring during treatment
- reasons for recording contra-actions

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- workplace service time frames for Indian head massage treatments
- post-treatment recommendations to clients, such as food and drink intake
- benefits of continuous treatments
- principles of body, mind and spiritual wellness
- properties and benefits of carrier oils used in Indian head massage treatments, such as sweet almond, sesame, coconut and olive
- how the operator's own breathing techniques can enhance the effectiveness of the treatment process by maintaining stamina and concentration
- principles and practice of Marma (pressure) point application
- principles and practices of the seven primary chakra areas in relation to Indian head massage treatment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interacting with clients in a polite and friendly manner
- planning treatments to meet client needs
- safely performing Indian head massage according to the range statement and within workplace service time frames
- recognising and managing contraindications and adverse effects
- providing treatment and post-treatment advice.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual treatment spaces

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- adjustable massage chair or couch with safe working access for operator and equipment
- appropriate supply of small towels
- massage medium
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- range of clients seeking Indian head massage treatments.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner providing Indian head massage over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting clients and planning treatments
  - performing Indian head massage according to the range statement and within workplace service time frames
  - providing post-treatment advice
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the required skills and knowledge of this unit
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor
- third-party reports from experienced beauty therapists in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBSPA501A Work in a spa therapies framework
- SIBBSPA502A Plan spa programs
- SIBBSPA503A Provide spa therapies.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation may include:	• questioning • visual examination • reviewing client records.
Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Indian head massage must include:	• shoulders • arms • neck • scalp • face.

Treatment objectives may include:	• general feeling of wellbeing, calmness and relaxation for muscles
	• providing immediate relief of tension and fibrous adhesions, knots and nodules
	• providing relief from conditions, such as:
	  • tension headaches
	  • neck and shoulder stiffness
	  • stress and anxiety
	  • chronic depression
	• improved circulation and condition of the skin
	• nourished scalp, encouraging strong and healthy hair
	• improved joint mobility in the upper back and shoulders.

Client's relevant medical history must include:	• existing medical conditions • previous medical conditions • medications.
Contraindications may	• spondilytis and other severe bone inflammation • high temperature or fever

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include:

- acute infectious disease
- skin infections on the head, neck or shoulders
- recent haemorrhage
- recent head, shoulder or neck injury
- recent surgery
- severe circulatory disorder
- heart condition
- alcohol or drug abuse
- thrombosis or embolism
- very high or low blood pressure
- dysfunctions of the nervous system
- epilepsy
- diabetes
- recent scar tissue in the massage area
- severe bruising, open cuts or abrasions
- undiagnosed lumps, bumps or swellings
- severe allergies
- severe migraine or headaches
- scalp infections.

Lifestyle may include:

- occupation
- dietary and fluid intake
- hobbies, interests and means of relaxation
- exercise habits
- smoking habits
- sleep patterns.

Treatment plan may include:

- lifestyle details
- contraindications
- relevant medical history and medications
- outcomes of previous treatments
- massage routine
- product recommendations
- recommendations for future treatments.

Environmental conditions may include:

- lighting
- heating
- ventilation
- music.

Massage medium may include:

- carrier oils, such as:
  - sweet almond
  - sesame
  - coconut
  - olive.

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Massage techniques may include:	• petrissage • effleurage • tapotement • hacking • vibration • friction • Marma (pressure points).
Parts of the body may include:	• head • neck • shoulders • upper back • arms • hands • primary chakra areas.
Adverse reactions may include:	• dizziness • nausea • skin irritation • headache.
Future treatment advice may include:	• frequency of future treatments • other related treatments.

Recommended actions and home care may include:	• suitable rest period
	• food and drink intake
	• stimulants, such as:
	  • alcohol
	  • smoking
	• contra-actions
	• hair and scalp care.

Unit Sector(s)

Beauty

Competency Field

Spa Services

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SIBBSPA504A Provide stone therapy massage

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide stone therapy massage as part of a spa program.

Application of the Unit

Day spas, destination spas and beauty salons may offer stone therapy massage as a specialised treatment in conjunction with a full body massage.

Beauty therapists providing stone therapy massage exercise judgement in planning and selecting appropriate products, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

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a unit of competency.	further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult with client and plan the treatment.	1.1 ***Consult*** in a polite and friendly manner to determine ***client*** expectations while gaining trust and maintaining confidentiality. 1.2 Encourage client to ask questions and clarify points that may arise. 1.3 Explain ***stone therapy massage***, and ***treatment objectives*** and outcomes that would meet client's needs. 1.4 Identify and evaluate ***client's relevant medical history, contraindications***, physical condition and ***lifestyle.*** 1.5 Identify relevant contraindications, discuss with client and refer to ***appropriate professional*** where required. 1.6 Assess and discuss ***options and limitations*** for future treatments, according to client characteristics and contraindications. 1.7 Record, explain and confirm ***treatment plan*** with client.
2 Prepare for stone therapy massage.	2.1 ***Prepare client*** for treatment, ensuring client's modesty and privacy at all times. 2.2 Immerse hot stones in water in a temperature-adjustable stone heater placed for easy access during treatment. 2.3 Prepare bowl of iced water to lower stone temperature where required, and place for easy access during treatment.
3 Provide stone therapy massage.	3.1 Apply massage oil to selected body areas. 3.2 Select stones from heating unit and pass between hands, laying the warmed hands on client's skin to commence skin warming. 3.3 Place one stone to check client's temperature tolerance and lower stone temperature in iced water where required, before placing stones against client's skin. 3.4 Use hot stones to perform a gentle effleurage massage sequence on selected body areas according to the treatment plan. 3.5 Place hot and cold stones on selected body areas for defined periods, according to agreed treatment plan. 3.6 Check client's comfort and wellbeing at regular intervals during treatment, according to workplace procedures. 3.7 Recognise ***adverse reactions*** that occur during the treatment and take ***necessary action***. 3.8 Ensure treatment stages are carried out in line with expected treatment time frames. 3.9 Confirm client satisfaction with the treatment.
4 Follow post-treatment procedures.	4.1 Monitor client in a relaxing environment according to workplace procedures. 4.2 Identify ***adverse effects*** and respond as required.

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	4.3 Provide ***post-treatment care*** according to client needs and workplace procedures.
5 Advise on further treatments.	5.1 Evaluate ***outcomes*** of treatment and make recommendations for ***further treatments***.
	5.2 Advise client of suitable ***home-care products*** and appropriate ***lifestyle changes.***
	5.3 Explain and demonstrate home-care product use as required.
	5.4 Adjust client treatment plan.
	5.5 Rebook client according to the plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal and communication skills to:
  - develop rapport with clients when conveying service and product advice
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - explain the features, benefits and application processes of stone therapy
- technical skills to:
  - adjust temperature of stones to suit client needs and tolerance levels
  - monitor client's comfort and wellbeing at regular intervals
  - safely use hot stones and heating equipment according to workplace procedures and manufacturer instructions
  - sequence stone therapy massage treatments to meet client needs
  - respond to contraindications and adverse effects
  - clean, disinfect and maintain heating equipment and stones
- literacy skills to read, comprehend and update treatment plans, relevant workplace documents, equipment instructions, safety data and product ingredient or treatment information
- numeracy skills to comprehend and achieve workplace treatment time frames
- initiative and enterprise skills to evaluate outcomes of stone therapy massage and recommend further treatments.

Required knowledge

The following knowledge must be assessed as part of this unit:

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- history and benefits of stone therapy massage
- different materials used for hot and cold stones
- effects of heat and cold on blood flow to the muscles and other body tissue
- effects of cooling temperatures on the nervous system
- stone massage routines, including sequencing stone placement
- appearance and management of contraindications and adverse effects
- anatomy and physiology of the:
  - body and body structures as they relate to stone therapy massage
  - skin and skin structures as they relate to stone therapy massage.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interacting with clients in a polite and friendly manner
- planning treatments to meet client needs
- safely performing stone therapy massage according to the range statement and within workplace service time frames
- recognising and advising clients regarding the management of contraindications and adverse effects
- recommending and planning stone therapy treatments to meet client needs.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - shower and change facilities

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- individual dry treatment rooms
- adjustable massage couches with safe working access for operator and equipment at head, foot and each side
- electricity supply access to each stone treatment workstation
- thermostatically controlled stone heating unit
- full thermal stone set with a range of shapes and sizes for various body areas
- thermometer for checking stone temperature
- client gowns
- light sheets
- apprppriate supply of small and medium towels
- large bowl for chilled water

- appropriate detergent, disinfectant and cleaning materials for cleaning and sanitising stones and work area
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients seeking and experiencing stone therapy treatments, including wet room and dry room therapies requiring the use of products, treatments and equipment from a professional spa range.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner providing stone therapy massage over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting clients and planning treatments
  - performing stone therapy massage according to the range statement and within workplace service time frames
  - cleaning, disinfecting and maintaining stones

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and heating equipment
    - recommending home-care products and future treatments from the workplace range
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the required skills and knowledge of this unit
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor
- third-party reports from experienced beauty therapists in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS401A Perform body massage
- SIBBSPA501A Work in a spa therapies framework
- SIBBSPA502A Plan spa programs
- SIBBSPA503A Provide spa therapies.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation may include:
- questioning
- visual examination
- reviewing client records.

Clients may include:
- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Stone therapy massage must include:
- hot stones used to massage areas of the body
- hot stones placed on areas of the body for defined times
- cold stones placed on areas of the body for defined times

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	• a combination of hot and cold stones according to the treatment diagnosis.

Treatment objectives may include:	• general relaxation
	• maintaining a sense of wellbeing
	• therapeutic approach to conditions, such as:
	  • back pain and aches
	  • poor circulation
	  • osteoarthritis and related pain
	  • stress, anxiety and tension
	  • depression.

Client's relevant medical history must include:	• existing medical conditions • previous medical conditions • medications.

Contraindications may include:	• pregnancy:
	  • first trimester
	  • on or around the abdominal area during later stages of pregnancy
	• sunburn
	• skin trauma or open wounds
	• immediately post-surgery
	• immediately post-chemotherapy or radiation
	• abdominal hernia
	• postherpetic neuralgia (a complication of shingles)
	• areas of recent fractures
	• people prone to blood clots
	• heart conditions
	• low blood pressure
	• those found more frequently in:
	  • the elderly
	  • children
	• conditions requiring consent from a medical practitioner.

Lifestyle may include:	• occupation • dietary and fluid intake • hobbies, interests and means of relaxation • exercise habits • smoking habits • sleep patterns.
Appropriate professional may include:	• medical practitioner • complementary therapist.

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Options and limitations may include:	• alternative treatment recommendations • lifestyle recommendations • contraindications • medical conditions.

Treatment plan may include:	• lifestyle details
	• contraindications
	• relevant medical history and medications
	• outcomes of previous treatments
	• planned treatment:
	  • hot and cold stone selection
	  • stone massage routine
	  • sequencing of stone placement
	• product recommendations
	• recommendations for future treatments.

Preparation of client may include:	• disrobing • showering.
Adverse reactions may include:	• dizziness • nausea • skin irritation • headache.
Necessary action may include:	• adjusting treatment • discontinuing treatment • encouraging client to seek medical advice • informing relevant members of staff • facilitating first aid.
Adverse effects may include:	• erythema or inflammatory reaction to treatments or products • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products • reaction to changes in body temperature.
Post-treatment care may include:	• hydration • thermoregulation.
Outcomes may include:	• appearance of treatment area or areas • client's expressed sense of wellbeing • relaxation.
Further treatments may include:	• facial treatments • body treatments • spa treatments.
Home-care products may	• skin care

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include:	• body care • pre-blended aromatic oils • nutritional supplements.
Lifestyle changes may include:	• improved diet • sun protection • reduced alcohol or tobacco consumption • exercise • meditation.

Unit Sector(s)

Beauty

Competency field

Spa Services

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SIBBSPA503A Provide spa therapies

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to provide wet room and dry room spa therapies.

In a spa environment, the beauty therapist may or may not have had contact with the client in the initial development of the spa program plan. The plan may relate to a single visit or may include a series of treatments over time. The therapist reviews and updates the initial treatment plan with the client as part of each treatment service.

Application of the Unit

Beauty therapists working in day spas, destination spas and other facilities offer a range of spa therapies that include hydrotherapy treatments in wet room environments and may also include treatments that are not water-based.

The unit applies to beauty therapists providing spa treatments and exercising judgement in planning, selecting and using appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Manage spa therapies.	1.1 ***Consult*** with client in a polite and friendly manner to review ***client's spa program plan***. 1.2 Identify and record any ***variations*** to spa program plan. 1.3 Confirm updated plan with client. 1.4 Obtain written consent from client. 1.5 Direct ***client preparation*** for treatment, ensuring client's modesty and privacy at all times. 1.6 Use energy, water and other resources efficiently during spa treatments to reduce negative environmental impacts. 1.7 Ensure that service culture and ***ambience of the spa environment*** are maintained at each stage of the program according to workplace standards.
2 Provide wet room therapies.	2.1 Follow workplace safety procedures for ***designated wet areas*** and wear recommended personal protective clothing for nominated services according to workplace practice. 2.2 Select ***hydrotherapy equipment*** according to the spa program plan and set at correct temperature, following workplace procedures and manufacturer instructions. 2.3 Check that client's understanding of the hydrotherapy process is clear. 2.4 Use agreed ***treatment products*** nominated in the spa program plan. 2.5 Check client's comfort and wellbeing at regular intervals during the treatment, according to workplace procedures. 2.6 Recognise ***adverse reactions*** that occur during the treatment and take ***necessary action***. 2.7 Ensure treatment is carried out according to workplace treatment time frames. 2.8 Assist client to safely vacate the hydrotherapy equipment at end of treatment, following workplace procedures and manufacturer instructions. 2.9 Confirm client satisfaction with the treatment and ensure client

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		spa program plan is up-to-date, easy to read and complete.
3	Provide dry room therapies.	3.1 Provide ***dry room treatments from the workplace range*** according to workplace procedures and manufacturer instructions. 3.2 Use agreed ***body wrapping materials and treatment products*** according to spa program plan. 3.3 Check that client's understanding of the treatment process is clear. 3.4 Prepare, apply and remove body wrapping materials and treatment products in accordance with manufacturer instructions. 3.5 Minimise waste and avoid soiling the surrounding area when using and applying body wrapping materials and treatment products. 3.6 Check client's comfort and wellbeing at regular intervals during the treatment, according to workplace procedures. 3.7 Recognise adverse reactions that occur during the treatment and take necessary action. 3.8 Ensure treatment is carried out according to workplace treatment time frames. 3.9 Confirm client satisfaction with the treatment and ensure client's spa program plan is up-to-date, easy to read and complete.
4	Follow post-treatment procedures.	4.1 Monitor the client in a relaxing environment according to workplace procedures. 4.2 Identify ***adverse effects*** and respond as required. 4.3 Apply ***post-treatment products*** as required. 4.4 Provide ***post-treatment care*** according to spa program plan, client needs and workplace procedures.
5	Advise on further treatments.	5.1 Evaluate the ***outcomes*** of the spa program and make recommendations for ***further treatments***. 5.2 Advise client of suitable ***home-care products*** and appropriate ***lifestyle changes***. 5.3 Explain and demonstrate product use as required. 5.4 Rebook client according to agreed spa program plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

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- interpersonal and communication skills to:
  - develop a rapport with clients when conveying service and product advice
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - explain the features, benefits and application processes of services and products from the workplace range
- technical skills to:
  - monitor client's comfort and wellbeing at regular intervals
  - safely use hydrotherapy equipment according to workplace procedures and manufacturer instructions
  - use body wrapping materials and products from the workplace range:
    - responding to contraindications and adverse effects
    - sequencing spa treatments to meet the needs of the client and make efficient use of staff and equipment
  - evaluate the outcomes of spa therapies, and recommend further treatments
- literacy skills to read, comprehend and update spa program plans, relevant workplace documents and product ingredient or treatment information
- numeracy skills to comprehend and achieve workplace treatment time frames.

Required knowledge

The following knowledge must be assessed as part of this unit:

- detailed knowledge of the features and benefits of wet and dry room therapies in the workplace range
- workplace policies and procedures in regard to selecting and sequencing spa treatments
- workplace procedures for minimising water usage
- ingredients in relevant spa treatment products, particularly in regard to their likely effects on the skin
- appearance and management of contraindications and adverse effects
- pre-treatment and post-treatment requirements for recommended spa treatments
- anatomy and physiology of the skin and skin structures as they relate to spa treatments
- basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin or which may be contraindicated in combination with relevant skin conditions or products used in a spa treatment procedure.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interacting with clients in a polite and friendly manner
- maintaining the ambience of the spa environment throughout the service
- performing the required wet room therapies according to the range statement and within workplace service time frames
- applying dry room treatments and products from the workplace range according to manufacturer instructions and within workplace service time frames
- recognising and managing contraindications and adverse effects
- recommending home-care products and future treatments to clients.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a spa services environment, which includes as a minimum:
  - shower and change facilities
  - wet treatment rooms
  - steam equipment
  - hydro tub
  - vichy shower or wet table or spa capsule (one unit)
  - dry treatment rooms
  - adjustable massage couches with safe working access for operator and equipment at head, foot and each side
  - electricity supply access to each spa treatment workstation
  - hot towel cabinet
- appropriate detergent, disinfectant and cleaning materials for cleaning and sanitising stones and work area
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions

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- manufacturer safety data sheets
- workplace policies and procedures manuals

- a range of clients seeking and experiencing spa treatments, including wet room and dry room therapies, requiring the use of products, treatments and equipment from a professional spa range.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of the learner providing spa therapies over sufficient time to demonstrate handling of a range of contingencies, including:
  - confirming treatments and updating a spa program
  - performing the required wet room treatments according to the range statement and within workplace service time frames
  - applying dry room treatments and products from the workplace range
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the required skills and knowledge of this unit
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS401A Perform body massage
- SIBBSPA501A Work in a spa therapies framework
- SIBBSPA502A Plan spa programs.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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regional contexts) may also be included.

Consultation may include:	• questioning • visual examination • review of client records.
Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Spa program plan may include:	• single or multiple treatments • sequencing of treatments • duration of treatments • products • equipment • contraindications • special needs • post-treatment care.
Variations may include:	• changes in client's physical condition • changes in client's requirements.
Client preparation may include:	• disrobing • showering.
Ambience of the spa environment may include:	• lighting and colours • relaxation background music or sounds • quiet areas and general noise management • perfumed oils or candles • decaffeinated and herbal refreshments • cool drinks • snack service.
Designated wet areas may include:	• individual wet treatment rooms • shared wet areas.
Hydrotherapy equipment must include:	• steam • hydro tub • vichy shower or wet table or spa capsule • hot towel cabinet.
Hydrotherapy equipment may include:	• flotation • underwater massage • sauna • spa pool • mineral or sea water pools.
Treatment products may	• milk products

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include:	• salt • oils • aromatherapy oils.
Adverse reactions may include:	• dizziness • nausea • skin irritation • headache.
Necessary action may include:	• adjusting treatment • discontinuing treatment • encouraging client to seek medical advice • informing relevant members of staff • facilitating first aid.
Dry room treatments from the workplace range may include:	• dry brushing or other methods of exfoliation • wraps • packs • massage • hot and cold rocks.

Body wrapping materials and treatment products may include:	• material, such as:
	  • fabric
	  • plastic wrap
	  • foil wrap
	• products, such as:
	  • exfoliants
	  • muds
	  • clays
	  • algae.

Adverse effects may include:	• erythema or inflammatory reaction to treatments or products • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products • reaction to changes in body temperature.
Post-treatment products may include:	• facial moisturisers • body lotions.
Post-treatment care may include:	• hydration • thermoregulation.
Outcomes may include:	• appearance of treatment area or areas • client's expressed sense of wellbeing • relaxation.
Further treatments may	• facial treatments

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include:	• body treatments • spa treatments.
Home-care products may include:	• skin care • body care • pre-blended aromatic oils • nutritional supplements.
Lifestyle changes may include:	• improved diet • sun protection • reduced alcohol or tobacco consumption • exercise • meditation.

Unit Sector(s)

Beauty

Competency field

Beauty

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SIBBSPA502A Plan spa programs

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify a client's general spa treatment requirements and plan a treatment program.

Application of the Unit

Spa programs are designed in day spas, destination spas and other facilities offering a range of spa therapies. This unit applies to spa staff who would have initial contact with prospective clients seeking a spa experience, which includes wet room therapies and may also include dry room therapies or specialised treatments offered by the business.

The unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult with client.	1.1 Establish rapport with and obtain ***relevant information*** from ***client*** to determine ***client expectations and requirements*** through questioning and active listening. 1.2 Maximise client interest by explaining the features and benefits of relevant ***workplace spa therapies*** and ***spa treatments*** and ***products***. 1.3 Inform client of available services and pricing structure, including special offers or promotions relevant to client requirements. 1.4 Establish client's medical history, ***contraindications***, physical condition and ***lifestyle***. 1.5 Encourage clients with suspected contraindications to seek medical advice without reference to specific conditions and without causing undue alarm. 1.6 Identify any client ***special needs*** relevant to client comfort and safety during treatments.
2 Determine the spa program.	2.1 Discuss ***recommendations*** with client. 2.2 Confirm agreed treatment program with client and ensure timing of treatments falls within commercially viable and cost-effective time limits. 2.3 Provide client with ***pre-treatment advice*** and ***post-treatment advice*** in line with the agreed spa program. 2.4 Record ***spa program plan*** according to ***workplace policies and procedures***. 2.5 Book the client for the spa program.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal and communication skills to:
  - develop a rapport with clients when conveying and explaining service and product advice, including the features and benefits of services and products from the workplace range

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    - ask questions to identify and confirm requirements
    - use language and concepts appropriate to cultural differences
    - use and interpret non-verbal communication
- problem-solving skills to sequence spa treatments that meet client needs and make efficient use of staff and equipment
- literacy skills to:
    - read and understand relevant workplace documents and product ingredient or treatment information
    - prepare individual client treatment plans
- numeracy skills to calculate the times required for recommended treatment programs and the likely total cost of recommended spa services.

Required knowledge

The following knowledge must be assessed as part of this unit:

- detailed knowledge of the features and benefits of wet and dry room therapies in the workplace range
- workplace policies and procedures in regard to selecting and sequencing spa treatments
- ingredients in relevant spa treatment products, particularly in regard to their likely effects on the skin
- factors likely to affect the suitability of each spa treatment to client needs and the effects and benefits of each step in the spa treatment sequence
- appearance and management of contraindications and adverse effects
- pre-treatment and post-treatment requirements for recommended spa treatments
- anatomy and physiology of the skin and skin structures as they relate to spa treatments
- basic nutrition and relationship between nutrition and healthy skin, particularly foods which may:
    - have an effect on the skin
    - be contraindicated in combination with relevant skin conditions or products used in a spa treatment procedure.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying workplace policies and procedures and industry codes of practice in regard to customer

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service and advising on and selling spa services
- developing, maintaining and conveying service and product knowledge to customers
- applying detailed and specialised service and product knowledge to provide accurate advice that reflects client needs
- applying workplace policies and procedures in selecting and sequencing spa treatments.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- individual client workstations
- a range of professional spa treatments and services
- relevant text and online resources
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients seeking and experiencing spa treatments, including wet room and dry room therapies requiring the use of products, treatments and equipment from a professional spa range.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of spa tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:

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- identifying and recommending spa treatments and products according to client requirements
- developing a treatment plan
- sequencing spa treatments to meet client needs and make efficient use of staff and equipment

- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor
- third-party reports from experienced spa professionals in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBSPA501A Work in a spa therapies framework
- SIBBSPA503A Provide spa therapies
- SIBBSPA504A Provide stone therapy massage
- SIBBSPA505A Provide Indian head massage for relaxation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant information may include:	• previous treatments • physical attributes • lifestyle • time constraints • budgetary constraints.
Clients may include:	• new or regular clients with routine or special needs • female or male clients of varying ages • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Expectations and	• improved relaxation

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requirements may include:	• improved sense of wellbeing • improved skin condition • stress reduction.
Workplace spa therapies must include:	• wet room therapies • dry room therapies.
Spa treatments must include:	• steam • hydro tub • vichy shower or wet table or spa capsule.
Spa treatments may include:	• flotation • underwater massage • sauna • herbal therapy • body exfoliants • dry body brushing • hot oil wraps and massage • mud, clay and algae wraps.
Products may include:	• pre-blended aromatic plant oils • exfoliants • mud or clays • algae.
Contraindications may include:	• bacterial, viral or fungal infections • impetigo • scabies • boils and carbuncles • candidiasis • allergies • sunburn • biological changes, including premature ageing, anorexia, anaemia, pregnancy, and breastfeeding • lesions • skin trauma • pacemakers and metal implants • heart conditions • circulatory disorders • intoxication • conditions requiring consent from a medical practitioner.
Lifestyle may include:	• occupation • dietary and fluid intake • hobbies, interests and means of relaxation • exercise habits

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	• smoking habits • sleep patterns.
Special needs may include:	• mobility assistance • cultural requirements.
Recommendations may include:	• types of treatments • sequencing of treatments • duration and intensity of treatments • post-treatment advice.
Pre-treatment advice may include:	• abstaining from alcohol • avoiding vigorous exercise.
Post-treatment advice may include:	• hydration • thermoregulation.
Spa program plan may include:	• single or multiple treatments • wet room treatments • dry room treatments • sequencing of treatments • duration of treatments • products • equipment • contraindications • special needs • post-treatment care.

Workplace policies and procedures may include:	• health and hygiene legislation and regulations
	• methods of sequencing treatments
	• privacy of client information
	• environmental protection practices, such as:
	  • water management and water hygiene procedures
	  • waste minimisation
	  • recycling
	  • reuse
	  • energy efficiency, e.g. electricity saving devices and practices
	  • water disposal
	  • resource management
	• occupational health and safety.

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Unit Sector(s)

Beauty

Competency Field

Spa Services

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SIBBSPA501A Work in a spa therapies framework

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply spa principles and practice when offering spa treatments and creating and maintaining a spa services environment.

Application of the Unit

This unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques. It may be applied in spas or in beauty salons offering spa therapies.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge

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	section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Promote spa principles and practice.	1.1 Maximise client interest by explaining the features and benefits of relevant spa therapies and spa ***treatments*** and ***products***. 1.2 Introduce ***clients*** into the ***spa environment*** according to ***workplace policies and procedures***.
2 Prepare, clean and maintain spa treatment environment.	2.1 Ensure that condition of spa environment and ***equipment*** complies with relevant laws, regulations, industry codes of practice and workplace guidelines regarding water use and ***water hygiene***. 2.2 Follow manufacturer and workplace instructions for cleaning, use and ***maintenance*** of equipment. 2.3 Liaise with colleagues to ensure efficient operation of the spa. 2.4 Follow workplace safety procedures for ***designated wet areas*** and recommended personal protective clothing for nominated services according to workplace practice. 2.5 Identify and promptly report equipment malfunction or maintenance requirements to designated person.
3 Monitor spa treatment environment.	3.1 Liaise and negotiate with colleagues to plan and implement the ongoing ***monitoring*** of ***treatment areas*** and equipment at agreed intervals. 3.2 Supervise and check client's wellbeing in a polite and tactful manner at the required intervals. 3.3 Ensure client modesty and privacy at all times. 3.4 Recognise ***adverse reactions*** which may occur during treatments and take ***necessary action***. 3.5 Maintain the service culture and ***ambience*** of the spa environment. 3.6 Use energy, water and other resources efficiently during spa treatments to reduce negative environmental impacts. 3.7 Ensure own posture and position minimise fatigue and risk of injury to self and client.
4 Complete shutdown of treatment areas and the spa environment.	4.1 Ensure that relevant spa equipment is shut down according to manufacturer instructions. 4.2 Ensure treatment areas are shut down according to relevant laws, regulations and workplace practices. 4.3 Ensure safe disposal of waste according to relevant laws, regulations and workplace policies and procedures. 4.4 Leave treatment area set up for following treatments. 4.5 Liaise with colleagues to confirm the completion of shutdown and availability of vacated treatment area.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal and communication skills to:
  - convey service and product advice to clients
  - use language and concepts appropriate to cultural differences
  - introduce clients to the spa environment
  - provide service to clients in the spa environment
  - liaise and negotiate with colleagues
- literacy skills to read and apply:
  - relevant workplace documents
  - manufacturer instructions on equipment use and maintenance
- numeracy skills to calculate:
  - times required for recommended treatment programs
  - likely total cost of recommended spa services
- technical skills to:
  - observe safe practices in wet areas
  - monitor and maintain workplace spa equipment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- definition of spa, including:
  - healing through water
  - philosophy of the current spa movement
- spa history and development, including:
  - origins of hydrotherapy
  - overseas trends
  - development of current spa movement
  - cultural healing traditions
  - theory and principles of spa therapies, including:
    - Thalassotherapy
    - Balneotherapy
    - Kneipp therapy
- detailed knowledge of the features and benefits of wet and dry room therapies in the workplace
- workplace policies and procedures in regard to selecting and sequencing spa treatments

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- procedures for maintaining wet room and dry room equipment
- management of contraindications and adverse effects
- physical properties of water, including:
  - states of water
  - hydrogen bonding
  - surface tension
  - cohesion and adhesion
  - specific heat capacity
  - heat vaporisation and density
- characteristics of water, including:
  - buoyancy
  - hydrostatic pressure
  - turbulence
  - viscosity
- chemical properties of water in relation to:
  - spa behaviour of water under different conditions
  - benefits of water in spa treatments
- chemicals appropriate to the spa environment to maintain water hygiene
- infection and cross-infection and their prevention in spa environments
- water supply and the efficient use of water in spa environments
- workplace procedures for minimising water usage
- federal and local legislative requirements applying to spa operation
- workplace policies and procedures relating to preparing, cleaning and maintaining the spa environment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- introducing clients into the spa environment
- applying workplace and procedures, legislative requirements and industry codes of practice when preparing, cleaning and maintaining equipment and the spa environment
- maintaining the service culture and ambience of the spa environment for clients
- following workplace safety in wet areas
- completing the shutdown of treatment areas

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according to workplace policies and procedures.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals, including spa services and pricing
- a range of clients seeking and experiencing spa treatments, including wet room and dry room therapies requiring the use of products, treatments and equipment from a professional spa range.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of spa tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - introducing clients to the spa environment
  - explaining the features and benefits of spa treatments and services in the salon range
  - preparing, cleaning and maintaining the spa environment
  - monitoring the treatment area
  - shutting down treatment areas after a service
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the required skills

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and knowledge of this unit
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor
- third-party reports from experienced spa professionals in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBSPA502A Plan spa programs
- SIBBSPA503A Provide spa therapies
- SIBBSPA504A Provide stone therapy massage
- SIBBSPA505A Provide Indian head massage for relaxation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Spa treatments must include:
- steam
- hydro tub
- vichy shower or wet table or spa capsule.

Spa treatments may include:
- flotation
- underwater massage
- sauna
- spa pool
- mineral or sea water pool
- power jet massage
- herbal therapy
- body exfoliant
- dry body brushing
- hot oil wrap and massage
- mud, clay and algae wrap.

Products may include:
- pre-blended aromatic plant oils
- exfoliants
- muds or clays
- algae.

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Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Spa environment must include:	• reception • individual wet and dry treatment rooms • shower change facilities.
Spa environment may include:	• a shared wet therapies area.
Workplace policies and procedures may include:	• health and hygiene legislation and regulations • methods of sequencing treatments • privacy of client information • water management and water hygiene procedures • occupational health and safety.
Equipment must include:	• steam equipment • hydro tub • vichy shower or wet table or spa capsule.
Equipment may include:	• sauna • spa pool • mineral or sea water pools • power jet massage.
Water hygiene may include:	• infection and cross-infection • methods to prevent cross-contamination • methods of disinfection • methods of sterilisation.
Maintenance may include:	• cleaning • testing of water and chemical levels • topping up of water and chemical levels • replenishing consumables.
Designated wet areas may include:	• individual wet treatment rooms • shared wet areas.
Monitoring may include:	• heat • humidity • water levels • water chemical concentrations • treatment times • ventilation • ambience of the environment.
Treatment areas must include:	• treatments rooms • relaxation areas.

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Adverse reactions may include:	• dizziness • nausea • skin irritation • headache.
Necessary action may include:	• adjusting treatment • discontinuing treatment • encouraging client to seek medical advice • informing relevant members of staff • facilitating first aid.
Ambience may include:	• lighting and colours • relaxation background music or sounds • quiet areas and general noise management • perfumed oils or candles • decaffeinated and herbal refreshments • cool drinks • snack service.

Unit Sector(s)

Beauty

Competency Field

Spa Services

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SIBBSKS506A Apply micro-dermabrasion to improve skin appearance

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply micro-dermabrasion techniques and provide relevant post-treatment advice.
Micro-dermabrasion involves the application of manual or pre-set systems using crystals and vacuum suction to exfoliate the skin on the face or body.

The therapist performing the body treatment may or may not have designed the treatment, but is expected to access and interpret a treatment plan, explain the administration of the treatment to the client, and adapt as required during the service in response to client reaction.

Application of the Unit

This unit applies to to beauty therapists exercising judgement in planning and applying micro-dermabrasion treatments in beauty therapy salons or spa environments.

Micro-dermabrasion treatments are performed in response to a client consultation and assessment, conducted and recorded on a treatment plan. They may involve a single treatment or a series of micro-dermabrasion treatments that have been designed to meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult and prepare for the treatment.	1.1 Access and review client ***treatment plan.***
	1.2 Review and note any ***contraindications*** and subsequent variations to the treatment plan.
	1.3 Select micro-dermabrasion equipment, confirming it is in safe working condition.
	1.4 Select and allocate ***resources*** to be used to meet treatment objectives.
	1.5 Explain contraindications which prevent treatment clearly and tactfully and recommend more suitable alternative treatments.
	1.6 Confirm ***treatment objectives*** and revised treatment plan with ***client*** and ensure consent.
	1.7 Prepare ***treatment area*** and wear ***personal protective equipment*** to avoid cross-infection and exposure to clinical waste.
	1.8 Ensure the positioning of the client and equipment permits effective access and minimises risk to operator and discomfort to client.
2 Apply micro-dermabrasion treatments.	2.1 Sanitise hands and wear suitable gloves throughout the treatment.
	2.2 Ensure that treatment area is clean, dry and hair free.
	2.3 Explain the physical sensation being created by the equipment being used.
	2.4 Carry out a patch test on the treatment area and assess skin response, discontinuing treatment where there are ***adverse reactions.***
	2.5 Adjust machine ***systems and variables*** as required and according to patch test reaction and the skin area being treated.
	2.6 Stretch and manipulate the skin where necessary according to treatment ***techniques*** and objectives.

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		2.7 Adjust systems and variables as necessary while monitoring skin reaction and client response. 2.8 Check client's wellbeing, offer reassurance and discontinue treatment if required during treatment.
3	Review treatment and provide post-treatment advice.	3.1 Evaluate the outcomes of the treatment process with client. 3.2 Apply high factor suncreams to hydrate and protect the treatment area. 3.3 Negotiate ***future treatment program*** with client to ensure optimal outcomes. 3.4 Provide ***home-care advice*** according to client needs. 3.5 Rebook client for complementary services according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - interpret treatment plans and identify and adjust to changes in clients' condition
  - prepare client for treatment according to the treatment plan and workplace procedures
  - ensure treatment is provided, according to the individual, the condition and the presence of complicating factors
  - safely apply micro-dermabrasion equipment according to the treatment plan
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to:
  - read and apply relevant workplace documents and manufacturers' safety data sheets on electrical equipment
  - read, interpret and adjust treatment plans as appropriate
- time-management skills to manage time throughout the treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations, requirements and skin penetration

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legislation
- relevant occupational health and safety regulations and requirements
- infection control procedures and the application of universal precautions as they apply to the provision of a micro-dermabrasion service
- workplace policies and procedures in regard to electrical micro-dermabrasion treatments
- appearance of contraindications and adverse effects
- factors likely to affect the suitability of each technique to client needs and the effects and benefits of each step in micro-dermabrasion treatments
- how ageing affects the skin and limits the effectiveness of treatment
- nervous system and its relationship to skin sensations
- lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
- causes of skin reactions and allergies in regard to micro-dermabrasion treatments
- principles and properties of electricity as they relate to micro-dermabrasion treatments
- effects of micro-dermabrasion treatment on the skin, circulatory lymphatic and nervous systems.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting a treatment plan and making adjustments required by variations in client's condition
- preparing the service area and clients for micro-dermabrasion treatments
- demonstrating safe and effective application of micro-dermabrasion equipment and resources listed in the range statement across a range of clients with different requirements
- using time effectively
- evaluating the outcomes of micro-dermabrasion treatments, and advising clients on home care and future treatments
- accurately and legibly recording relevant data on client treatment plans.

Context of and specific

Assessment must ensure:

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resources for assessment

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped micro-dermabrasion treatment services environment, which includes as a minimum:
  - individual client workstations
  - micro-dermabrasion equipment and resources including consumable attachechments, semi consumable attachements and crystals
  - adjustable couches with safe working access for operator and equipment at head, foot and each side
  - electricity supply to each workstation
  - magnifying lamps
  - trolleys
  - towels
  - client gowns or covers
- equipment and products from a professional range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different skin requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in the workplace or a simulated work

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environment, over sufficient time to demonstrate handling of a range of contingencies, including:

- consulting with and advising clients on micro-dermabrasion treatments
- preparing clients for micro-dermabrasion treatments
- performing and evaluating patch tests
- applying micro-dermabrasion techniques according to the treatment plan and client comfort and skin response
- providing home-care advice and making treatment recommendations to the client

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - appearance of contraindications and adverse effects
  - factors likely to affect the suitability of each technique to client needs and the effects and benefits of each micro-dermabrasion treatments
  - causes of skin reactions in regard to micro-dermabrasion treatments
- completion of workplace documentation relevant to providing micro-dermabrasion treatments
- third-party reports from experienced technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBCCS404A Work in a skin therapies framework
- SIBBFAS405A Provide advanced facial treatments.

Range Statement

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

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wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- outcomes of previous treatments
- relevant medical history
- medications being used
- contraindications
- massage techniques, including types, frequency and duration of movements
- electrical treatments
- tools and equipment selected.

Contraindications may include:

- those which prevent body electrical treatment:
  - contagious skin diseases
  - dysfunction of the nervous system
  - heart diseases and disorders
  - pacemaker
  - cancer-related treatments
  - recent scar tissue
  - undiagnosed lumps
  - inflammations and swellings
  - medications that cause thinning or inflammation of the skin
- those which restrict body electrical treatment, including:
  - tattoos in the treatment area
  - pigmented naevi
  - recent dermabrasion or chemical peels
  - recent scar tissue
  - varicose veins
  - cuts
  - abrasions
  - bruises
  - intense pulsed light or laser and epilation
  - collagen
  - Restylane
  - Botox.

Resources may include:

- consumable attachments
- semi consumable attachments
- crystals
- time.

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Treatment objectives may include:	• general improvement of the skin texture • improving the appearance of fine lines • improving the appearance of hyperpigmentation • improving oily and congested skin • improving the appearance of cellulite • improving the appearance of stretch marks.
Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Treatment area may include:	• face • body.
Personal protective equipment must include:	• apron • gloves • mask • goggles.
Adverse reactions may include:	• excess erythema • blistering • excessive discomfort • swelling • reactions leading to bruising.
Systems and variables may include:	• manual vacuum and crystal flow • pre-set vacuum and crystal flow.
Techniques may include:	• gliding • horizontal • vertical.
Future treatment program may include:	• further micro-dermabrasion treatments • complementary treatments.

Home-care advice may include:	• avoidance of certain activities in the immediate after-treatment period, including:
	  • exercise
	  • ultraviolet exposure
	  • wearing restrictive clothing
	  • heat treatments
	• avoidance of certain products:
	  • perfumed and chemical-based products
	  • make-up
	  • exfoliating agents
	• touching the treated area

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- possible side effects:
  - erythema
  - slight tingling
  - slight swelling and dryness
- recommended use of home-care products, such as high factor suncream.

Unit Sector(s)

Beauty

Competency Field

Skin Services

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SIBBSKS505A Provide upper body piercing

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a defined range of upper body piercing for the nose, ear cartilage and navel.

Application of the Unit

Upper body piercing is a skin penetration service offered by some beauty therapy salons. As such, it is subject to the requirements of relevant skin penetration legislation and regulations in all states and territories.

Beauty therapists may pierce one area or multiple areas of the upper body, which may include the nose, ear cartilage or navel, to attach body jewellery in response to a client brief.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

HLTIN402B Maintain infection control standards in office practice settings

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to demonstrate

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essential outcomes of a unit of competency.	achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client ***treatment plan.***
	1.2 Identify and note any ***variations to treatment plan.***
	1.3 Confirm treatment plan with ***client***.
	1.4 Obtain written consent from client according to ***relevant legislation*** and ***workplace policies and procedures***.
	1.5 Identify and select ***products*** and ***equipment*** according to agreed treatment plan.
2 Prepare client for service.	2.1 Prepare service area and equipment according to relevant legislation and workplace policies and procedures.
	2.2 Provide advice on ***maintenance*** and possible ***adverse effects*** of body piercing to client.
	2.3 Measure ***piercing site*** to determine gauge and appropriate size of body jewellery.
	2.4 Confirm ***body jewellery style*** according to client requirements.
3 Perform body piercing.	3.1 Apply ***infection control*** and ***skin penetration procedures*** according to relevant legislation and workplace policies and procedures.
	3.2 Complete ***preparation of body jewellery*** according to relevant legislation, workplace policies and procedures, manufacturer instructions and treatment plan.
	3.3 Cleanse piercing site according to relevant legislation and workplace policies and procedures.
	3.4 Mark body according to selected body jewellery.
	3.5 Perform piercing safely and according to treatment plan, relevant legislation, and workplace policies and procedures.
	3.6 Cleanse, sterilise or dispose of piercing equipment according to relevant legislation and workplace policies and procedures.
	3.7 Identify and manage adverse effects according to relevant legislation and workplace policies and procedures.
	3.8 Cleanse service area according to relevant legislation and workplace policies and procedures.
4 Review treatment and provide post-treatment advice.	4.1 Seek ***client feedback*** and record ***relevant outcomes of treatment***.
	4.2 Provide ***home-care advice*** according to relevant legislation and workplace policies and procedures.
	4.3 Make ***product recommendations*** according to client requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - interpret treatment plans, and identify and adjust to changes in clients' condition
  - respond to state or territory Acts or local regulations relating to skin penetration and infection control, through the implementation of workplace procedures
  - select appropriate types, metals, sizes and gauges of body jewellery
  - operate sterilising equipment and complete record keeping requirements
  - apply body piercing products and equipment while ensuring the safety of the client and the practitioner
- communication skills to:
  - advise clients and respond to questions
  - provide information and reassurance to clients throughout body piercing services
- literacy skills to:
  - read and interpret relevant workplace documents
  - record relevant information accurately and legibly.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant federal, state and territory Acts and local regulations relating to skin penetration including, relevant occupational health and safety regulations and requirements
- infection control procedures and universal precautions
- workplace policies and procedures in regard to body piercing services
- anatomy and physiology of the skin and skin structures as they relate to body piercing, including:
  - simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production:
    - normal and abnormal
    - collagen
    - elastin
    - lipids
  - microscopic anatomy of the epidermis, dermis and hypodermis
  - normal process of skin ageing and structural change

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  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - wound healing in different skin types and locations
  - effects of treatments on the physical structure of the skin
- body piercing procedures, including:
  - preparing service area
  - preparing products and equipment
  - preparing client and operator
  - marking piercing sites
  - applying body jewellery
  - cleaning and disposing of product and equipment
  - maintaining equipment and product records
  - maintaining client records
  - implementing post-treatment procedures
  - implementing procedures for consent forms
  - providing home-care advice to client
- appearance of contraindications and adverse effects
- workplace equipment product range and manufacturer instructions and data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant federal, state or territory Acts and local regulations relating to skin penetration along with the application of standard infection control precautions
- recognising and managing contraindications and adverse effects
- safely applying body piercing techniques and jewellery
- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- selecting, preparing, using and disposing of or cleaning body piercing products and equipment

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according to legislative requirements, manufacturer instructions and workplace policies and procedures
- evaluating a body piercing service and advising the client on home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped upper body piercing treatment area, which includes as a minimum:
  - individual client workstations
  - adjustable treatment couch with equipment and operator safe working access at head, foot and each side
  - access to sterilised equipment
  - a plentiful supply of sterile cleansing swabs
  - antibacterial skin cleansing solution
  - needles
  - needle acceptor tubes
  - callipers
  - forceps
  - ball holding tweezers
  - ring opening and closing pliers
  - iris scissors
  - a range of body jewellery in sterile packaging
- personal protective equipment, including disposable gloves
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different upper body

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piercing requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing the service area and client for body piercing
  - selecting an appropriate style and gauge of jewellery
  - performing piercings on the upper body
  - attaching jewellery
  - implementing relevant infection control and skin penetration procedures and legislation
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of body piercing procedures, including the application of infection control
- completion of workplace documentation relevant to providing body piercing.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS404A Work in a skin therapies framework.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Treatment plan must include:	• piercing site or sites
	• body jewellery
	• equipment
	• contraindications:
	  • bacterial, viral or fungal infections
	  • rashes
	  • sunburn
	  • scar tissue and lesions
	  • other visible non-normal skin
	  • hypertrophic and keloid scarring tendency
	• areas of the body requiring special treatment:
	  • soft tissue
	  • cartilage
	  • blood supply areas
	  • nerves.

Variations to treatment plan may include:	• changes in client's physical condition • changes in client requirements.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds and age groups with varying physical and mental abilities.
Relevant legislation may include:	• state and local health and hygiene regulations • federal, state or territory skin penetration Acts and local regulations • occupational health and safety.

Workplace policies and procedures may include:	• infection controls
	• environmental protection practices, such as:
	  • safe disposal of sharps and other treatment waste
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • resource management
	  • water efficiency
	• care and maintenance of equipment
	• designated time frame for service.

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Products may include:	• antiseptic • cleanser • swabs • gloves • autoclave bags.
Equipment must include:	• needles • needle acceptor tubes • autoclave • calipers • forceps • ball holding tweezers • ring opening and closing pliers • iris scissors.
Maintenance must include:	• disinfection • care of body jewellery • general hygiene.
Adverse effects may include:	• bleeding • fainting • infection • hypertrophic and keloid scarring.

Piercing site may include:	• ala of nose
	• ear cartilage:
	  • tragus
	  • antitragus
	  • helix
	  • antihelix
	  • daith
	• navel.

Body jewellery style may include:	• ball captured rings • barbells • bananabells • nose studs • navel bananabells • circular barbells.
Infection control procedures must include:	• pre- and post-treatment cleansing of service area • single-use equipment • cleaning of reusable equipment • personal protective equipment.
Skin penetration procedures must include:	• prevention of blood to blood contact • protection of wound sites • sterilisation.

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Preparation of body jewellery must include:	• sterilisation packaging • record keeping.
Client feedback may include:	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include:	• client reaction • adverse effects.
Home-care advice must include:	• cleansing procedures for piercing site • cleaning and rotating procedures for body jewellery • general hygiene • wearing loose clothing during healing • avoiding spas.
Product recommendations may include:	• saline solution • antiseptics.

Unit Sector(s)

Beauty

Competency field

Skin Services

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SIBBSKS504A Design and perform cosmetic tattooing

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to penetrate the skin to apply pigments in order to achieve cosmetic tattoos on the face and body.

Application of the Unit

Cosmetic tattooing treatments may be remedial or cosmetic and are usually offered as a specialised treatment in the beauty industry. Treatments are designed in response to a client brief, and may also be a response to referral by a medical practitioner. Cosmetic tattoos are usually performed on lips, eyebrow areas, eyelids, face and breast areola.

They may be a single treatment or part of a semi-regular series of treatments designed and applied by a beauty therapist exercising judgement in designing the cosmetic tattoo and selecting appropriate pigments to achieve optimum client outcomes.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

HLTIN402B Maintain infection control standards in office practice settings

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client ***treatment plan***. 1.2 Identify and note any variations to treatment plan. 1.3 Provide ***client*** with ***visual representation of expected outcomes***. 1.4 Confirm treatment plan with client. 1.5 Obtain written consent from client. 1.6 Select ***treatment procedure*** according to agreed treatment plan.
2 Prepare client for service.	2.1 Prepare self, service area, and client for service according to ***relevant legislation***, ***workplace policies and procedures***, and treatment plan. 2.2 Select and prepare ***equipment and materials*** according to treatment plan, relevant legislation, and workplace policies and procedures.
3 Perform a patch test.	3.1 Select appropriate area to perform ***patch test.*** 3.2 Perform patch test according to treatment plan, relevant legislation, and workplace policies and procedures. 3.3 Apply ***post-patch test products*** as required according to treatment plan. 3.4 Dispose of ***waste*** and treat equipment in accordance with relevant legislation, workplace policies and procedures and manufacturer instructions. 3.5 Rebook client to assess success of patch test. 3.6 Evaluate patch test result and rebook client for further service where indicated.
4 Perform a cosmetic tattooing service.	4.1 Map out the shape and colour of cosmetic tattoo according to treatment plan and confirm with client. 4.2 Photograph client prior to and immediately after the service. 4.3 Cleanse client's skin and anaesthetise ***treatment area*** as required according to agreed treatment plan. 4.4 Prepare sterile equipment within the client's view according to relevant legislation. 4.5 Select, prepare and record needles and pigments according to

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	manufacturer instructions, treatment plan and workplace policies and procedures. 4.6 Apply ***infection control*** and ***skin penetration procedures*** according to relevant legislation and workplace policies and procedures. 4.7 Perform cosmetic tattooing or micro pigmentation services according to relevant legislation and workplace policies and procedures. 4.8 Apply after-care products as required according to agreed treatment plan. 4.9 Dispose of treatment waste to minimise negative environmental impact, and sterilise or dispose of other equipment in accordance with relevant legislation, workplace policies and procedures and manufacturer instructions.
5 Review treatment and provide post-treatment advice.	5.1 Obtain ***client feedback*** and record ***relevant outcomes of treatment***. 5.2 Recommend ***future treatment program*** according to client needs and revise treatment plan accordingly. 5.3 Provide ***home-care advice*** according to client needs. 5.4 Explain possible ***adverse effects*** to client. 5.5 Rebook client to assess service according to agreed treatment program. 5.6 Advise the ***source of referral*** of treatment progress where applicable.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - interpret treatment plan and adapt treatment to accommodate changes in client's physical condition
  - select and apply pigments to achieve pre-determined outcomes
  - safely apply appropriate equipment, products and pigments to meet client requirements
- communication skills to:
  - consult with clients
  - respond to questions and provide information and reassurance to clients

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throughout the service
- numeracy skills to calculate the time and sequence required for proposed treatments.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant state or territory Acts and local regulations related to skin penetration
- infection control procedures and the application of universal precautions
- correct and environmentally sound disposal methods for cosmetic tattooing treatment waste, which also comply with skin penetration regulations
- workplace policies and procedures in regard to cosmetic tattooing treatments
- effects and benefits of a defined range of skin care products
- factors likely to affect the suitability of each treatment to client needs
- effects and benefits of cosmetic tattooing services
- anatomy and physiology of the skin and skin structures as they relate to cosmetic tattooing services, including:
  - a simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production:
    - normal and abnormal
    - collagen
    - elastin
    - lipids
  - microscopic anatomy of the epidermis, dermis and hypodermis
  - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - effects of treatments on the physical structure of the skin
  - wound healing in different skin types and locations
- relevant electrical equipment, including:
  - properties and use of electrical energy, electrostatics and electrical current for cosmetic tattooing services
  - safe practices and management
- basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on the skin, or which may be contraindicated in combination with particular skin conditions or products used in a treatment procedure
- diet-related diseases which may affect a cosmetic tattooing service
- chemical ingredients in relevant treatment products, particularly in regard to:

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  - their likely effects on the skin
  - toxic effects of various substances
  - their contribution to premature ageing
  - possible adverse effects in combination with other products or circumstances
- causes of skin reactions in regard to cosmetic tattooing services and the appearance and management of adverse effects, including:
  - inflammation arising from the cosmetic tattooing services
  - torn skin
  - bruising
- physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
  - skin diseases
- appearance of contraindications and adverse effects
- typical medical treatments, drugs and side effects relevant to cosmetic tattooing.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying the requirements of federal, state or territory Acts and local regulations relating to skin penetration and infection control
- applying safe work practices in regard to cosmetic tattooing
- interpreting a treatment plan, including adapting the treatment to accommodate changes in client's condition
- recognising and managing contraindications and adverse effects
- selecting appropriate pigment needles, angle, depth, and electrical current level and safely applying cosmetic tattooing techniques for a variety of treatment areas
- using effective questioning and active listening techniques to consult, reassure and negotiate with

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clients throughout the treatment, while maintaining discretion and confidentiality
- evaluating a cosmetic tattooing treatment and advising the client on home care and future treatments.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped and compliant cosmetic tattooing environment, which includes as a minimum:
  - individual client workstations
  - cosmetic tattoo equipment
  - electricity supply at each workstation
  - multiple disposable needles suitable for a variety of body and facial areas
  - needle caps
  - colour pigment holders
  - ten colour pigments
  - topical anaesthetic cream
  - disposable towels
  - disposable mouthguards
- personal protective equipments, including disposable gloves
- a range of products and equipment from a professional range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different cosmetic tattooing requirements.

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For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - selecting and mixing appropriate pigments
  - applying cosmetic tattoos
  - reviewing the outcomes of cosmetic tattoo procedures with clients
  - providing post-treatment advice
  - applying infection control procedures
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of designing and performing cosmetic tattooing procedures, including the safe application of electricity and infection control and skin penetration
- completion of workplace documentation relevant to designing and performing cosmetic tattooing
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS406A Use electricity in beauty therapy treatments
- SIBBCCS407A Interpret the chemical composition and physical actions of cosmetic products.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different

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work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:	• treatment areas • contraindications • relevant medical conditions and medications • equipment • pigments • anaesthetic • outcomes of previous treatments.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds and age groups with varying physical and mental abilities.
Visual representation of expected outcomes may include:	• examples of previous work • make-up simulation • difference between cosmetic tattooing and semi-permanent make-up.
Treatment procedure may include:	• sequencing • pre- and post-treatment products.
Relevant legislation may include:	• state or territory Acts and local regulations relating to skin penetration • health regulations • occupational health and safety legislation.

Workplace policies and procedures may include:	• environmental protection practices, such as:
	  • safe disposal of sharps and other treatment waste
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • resource management
	  • water efficiency
	• designated time frames for the completion of the service.

Equipment and materials must include:	• cosmetic tattoo machine and matching transmission shaft • colour pigment holders • disposable needles suitable for a variety of body areas

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	• needle caps • a minimum of ten colour pigments • topical anaesthetic creams • mouthguards.
Materials may include:	• pigments • swabs.

Patch test must include:	• replication of treatment plan:
	  • procedures
	  • products
	  • equipment.

Post-patch test products may include:	• ice packs • ointments • creams • serums • mild analgesics.
Waste may include:	• needles or probes • gloves • swabs.
Treatment area may include:	• lips • eyelids • brow • face • areola.
Infection control procedures must include:	• use of personal protective equipment • equipment sterilisation • equipment disinfection • use of disposable equipment.
Skin penetration procedures must include:	• disinfection of treatment area • prevention of blood to blood contact • disposal of sharps • disposal of infectious and non-infectious waste.
Client feedback may include:	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include:	• client satisfaction with treatment • pain experienced • appearance of treatment area.
Future treatment program may include:	• number and frequency of treatments • complementary services or treatments.
Home-care advice may	• product recommendations

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include:	• managing the healing process • follow-up treatments • ongoing assessment.
Adverse effects may include:	• inflammation arising from treatment • scarring • bruising • unsatisfactory appearance.
Source of referral may include:	• beauty therapist • make-up artist • physician, surgeon or dermatologist.

Unit Sector(s)

Beauty

Competency Field

Skin Services

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SIBBSKS503A Provide diathermy treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to analyse the needs of clients, interpret a treatment plan and safely use electrical currents to apply diathermy procedures to treat dilated capillaries.

Application of the Unit

Diathermy treatments are offered in beauty salons as a specialised remedial treatment that reduces the appearance of dilated capillary blood vessels on the face and body.

Treatment programs are designed and applied by beauty therapists exercising judgement in planning to safely achieve optimum outcomes for clients, which are usually achieved over a series of treatments.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client ***treatment plan.***
	1.2 Identify and note ***variations to the treatment plan***.
	1.3 Confirm treatment plan with ***client***.
	1.4 Obtain written consent from client.
	1.5 Select ***treatment procedure*** according to agreed treatment plan.
2 Prepare client for diathermy service.	2.1 Prepare self, service area and client for diathermy service according to ***relevant legislation and codes***, ***workplace policies and procedures*** and the treatment plan.
	2.2 Select and prepare ***equipment*** according to treatment plan, relevant legislation and workplace policies and procedures.
3 Perform diathermy patch test.	3.1 Select an appropriate area of skin and conduct a ***patch test*** according to relevant legislation and workplace procedures.
	3.2 Assess success of the patch test, amend treatment plan and confirm with client.
	3.3 Rebook client for further service according to agreed treatment plan.
4 Perform diathermy service.	4.1 Prepare the skin ***treatment area*** according to treatment plan and workplace policies and procedures.
	4.2 Prepare a sterile needle or probe within the client's view, according to relevant legislation.
	4.3 Apply ***infection control*** and ***skin penetration procedures*** according to relevant legislation and workplace policies and procedures.
	4.4 Perform the treatment procedure according to agreed treatment plan.
	4.5 Dispose of ***treatment waste*** to minimise negative environmental impacts, and sterilise or dispose of other equipment in accordance with relevant legislation, workplace policies and procedures, and manufacturer instructions.
5 Review treatment and provide post-treatment advice.	5.1 Obtain ***client feedback*** and record ***relevant outcomes of treatment***.
	5.2 Recommend ***future treatment program*** according to client needs.
	5.3 Provide ***home-care advice*** and make product recommendations according to client requirements.
	5.4 Explain possible ***adverse effects*** to client.
	5.5 Rebook client according to agreed treatment plan.
	5.6 Advise the ***source of referral*** of treatment progress where

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applicable.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - interpret treatment plan and adapt treatment to accommodate changes in client's physical condition
  - select an appropriate needle or probe size, angle, depth, electrical current level and duration for a diathermy treatment on a variety of skin treatment areas
  - safely apply diathermy equipment and currents to the treatment of dilated capillaries in a variety of skin treatment areas according to a treatment plan
  - respond to contraindications and adverse effects
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to read and apply:
  - relevant workplace documents
  - manufacturer's equipment and product information
  - safety data sheets.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations and requirements and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- infection control procedures and the application of universal precautions
- correct and environmentally sound disposal methods for diathermy treatment waste that also comply with skin penetration regulations
- workplace policies and procedures in regard to diathermy treatments
- appearance of contraindications and adverse effects
- effects and benefits of a defined range of skin care products
- effects and benefits of diathermy treatments
- anatomy and physiology of the skin and skin structures as they relate to diathermy treatments, including:
  - simplified cross-section of skin

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    - glands as they relate to basic skin function
    - skin chemicals, including sebum and sweat production:
        - normal and abnormal
        - collagen
        - elastin
        - lipids
    - microscopic anatomy of the epidermis, dermis and hypodermis
    - phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
    - normal process of skin ageing and structural change
    - normal skin response to irritation and trauma
    - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
    - effects of treatments on the physical structure of the skin
    - wound healing in different skin types and locations
- body systems, in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves, including:
    - nervous system and its relationship to skin sensations
- basic nutrition guidelines
- relationship between nutrition and healthy skin, particularly foods that may:
    - have an effect on the skin
    - affect diathermy treatment when combined with relevant skin conditions, products or diet-related diseases
- operator's legal and insurance liabilities and responsibilities in regard to services and the use and preparation of treatment products
- physical appearance of:
    - various skin types
    - normal skin
    - abnormal skin conditions
    - minor skin blemishes
    - skin diseases
- typical medical treatments, drugs and side effects relevant to diathermy
- relevant electrical equipment, including:
    - properties and use of electrical energy, electrostatics and electrical current in diathermy
    - use of alternating current for high frequency treatments
    - sources and effects of laser treatment in diathermy
    - safe practices and management
- factors affecting diathermy treatment outcomes:
    - client's pain tolerance
    - needle or probe size selection

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  - accurate probing, including duration, angle and depth
  - correct probing and successful treatment outcomes
  - safety and comfort
  - current intensity and method choice
  - causes of skin damage
- workplace product and equipment range and manufacturer instructions and safety data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying the requirements of federal, state or territory Acts and local regulations relating to skin penetration and infection control, workplace policies and procedures
- applying safe work practices in regard to diathermy services
- interpreting a treatment plan, including adapting the treatment to accommodate changes in client's condition
- recognising and managing contraindications and adverse effects
- selecting an appropriate needle or probe size, angle, depth, electrical current level and duration for a diathermy treatment, along with safely applying diathermy techniques for a variety of treatment areas
- consistently using effective questioning and active listening techniques to consult, reassure and negotiate with clients throughout the treatment, while maintaining discretion and confidentiality
- evaluating a diathermy treatment and advising the client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the

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assessor as described in the Assessment Guidelines
- that competency is demonstrated in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a private and fully equipped diathermy services treatment area, which includes as a minimum:
  - individual client workstations
  - electrical supply to each workstation
  - adjustable treatment couch with operator safe working access at head, foot and each side
  - access to sterilised skin penetration small tools and equipment
  - high frequency equipment
  - blend current equipment
  - disposable needles or probes
  - disposable swabs
- personal protective equipement, including disposable gloves
- appropriate cleaning, sterilisation and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different diathermy requirements.

For further information on an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - discussing variations to treatment plan with client

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- selecting current of machine according to agreed treatment plan
- conducting a patch test
- disposing of waste according to workplace policies and procedures
- applying infection control and skin penetration procedures
- obtaining and recording feedback from client on the outcomes of the treatment

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of diathermy procedures, including a knowledge of the safe use of electrical currents and of anatomy and physiology
- completion of workplace documentation relevant to providing diathermy services
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS405A Develop treatment plans
- SIBBCCS406A Use electricity in beauty therapy treatments
- SIBBHRS504A Provide electrolysis treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- treatment areas
- contraindications
- relevant medical conditions and medications
- equipment
- products

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	• treatment duration.
Variations to the treatment plan may include:	• changes in client's physical condition • changes to client's requirements.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds and age groups with varying physical and mental abilities.
Treatment procedure must identify:	• current duration • current intensity • post-treatment care.
Relevant legislation and codes may include:	• state or territory Acts and regulations relating to skin penetration • occupational health and safety • industry codes of practice.

Workplace policies and procedures may include:	• workplace practice in response to skin penetration Acts and regulations
	• infection controls
	• environmental protection practices, such as:
	  • safe disposal of sharps and other treatment waste
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • resource management
	  • water efficiency
	• designated time frames for the completion of the service.

Equipment must include:	• high frequency • blend current.

Patch test must include:	• replication of treatment plan:
	  • procedures
	  • products
	  • equipment.

Treatment area may include:	• face • upper chest.
Infection control procedures must include:	• use of personal protective equipment • equipment sterilisation and disinfection • use of disposable equipment.
Skin penetration procedures	• disinfection of treatment area • prevention of blood to blood contact

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must include:	• disposal of sharps • disposal of infectious and non-infectious waste.
Treatment waste may include:	• needles or probes • disposable nitrile gloves • swabs.
Client feedback may include:	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include:	• client's satisfaction with treatment • pain experienced • appearance of treatment area.
Future treatment program may include:	• number and frequency of treatments • complementary services or treatments.
Home-care advice may include:	• special care of treatment area • sun protection • avoidance of intense physical activity • dietary advice • skin peels.
Adverse effects may include:	• inflammation arising from treatment • scarring • over treatment • bruising.
Source of referral may include:	• complementary therapist • medical practitioner.

Unit Sector(s)

Beauty

Competency Field

Skin Services

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SIBBHRS504A Provide electrolysis treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and safely perform electrolysis treatments to reduce unwanted hair on the face or body.

Other hair reduction treatments, such as waxing, intense pulsed light and laser hair reduction, require specialised skills and knowledge and are presented in separate units.

Application of the Unit

This unit describes a specialised service offered in the beauty industry. It is part a suite of hair reduction treatments that may be available in beauty salons to meet the needs of different clients and is offered in response to analysis of client treatment requirements. Service outcomes are usually achieved across a treatment program that involves multiple treatments.

The unit applies to beauty therapists demonstrating sensitivity and confidentiality in relating to clients; and exercising judgement in planning and implementing an appropriate treatment program to safely achieve desired hair reduction outcomes for each client.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

HLTIN402B Maintain infection control standards in office practice settings

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client ***treatment plan.***
	1.2 Identify and note ***variations to the treatment plan.***
	1.3 Confirm treatment plan with ***client.***
	1.4 Obtain written consent from client.
	1.5 Select ***treatment procedure*** according to agreed treatment plan.
2 Prepare client for electrolysis service.	2.1 Prepare service area, operator and client according to ***relevant legislation*** and ***workplace policies and procedures***.
	2.2 Select and prepare ***equipment*** according to agreed treatment plan, relevant legislation and workplace policies and procedures.
3 Perform a patch test.	3.1 Select a small area of skin to conduct a ***patch test***.
	3.2 Perform a patch test according to agreed treatment plan, relevant legislation and workplace policies and procedures.
	3.3 Select ***post-treatment skin care products*** and apply according to agreed treatment plan and client reaction to the patch test.
	3.4 Dispose or treat probe and other equipment in accordance with relevant legislation.
	3.5 Assess outcomes of patch test and amend where appropriate to confirm the future treatment plan with client.
4 Perform permanent hair removal.	4.1 Prepare client according to agreed treatment plan and workplace policies and procedures.
	4.2 Cleanse ***treatment area*** according to relevant legislation and workplace policies and procedures.
	4.3 Select probe size, electrical current type and level; and apply according to treatment plan, constantly monitoring reactions and adjusting for client comfort and safety.
	4.4 Apply ***infection control*** and ***skin penetration procedures*** according to relevant legislation and workplace policies and procedures.
	4.5 Safely dispose of ***treatment waste*** to minimise negative

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		environmental impacts according to health regulations and workplace policies and procedures.
		4.6 Select and apply ***electrical post-treatment care*** according to treatment plan and client service reaction and requirements.
		4.7 Select post-treatment skin care products and apply according to client needs.
		4.8 Dispose of probe and treat other equipment in accordance with relevant legislation and workplace policies and procedures.
5	Review treatment and provide post-treatment advice.	5.1 Obtain ***client feedback*** and record ***relevant outcomes of treatment***.
		5.2 Reconfirm ***future treatment program*** according to treatment outcome and client needs.
		5.3 Explain possible ***adverse effects*** to client.
		5.4 Provide ***home-care advice*** according to client needs.
		5.5 Rebook client according to agreed treatment plan.
		5.6 Advise ***source of referral*** of treatment progress, if requested.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - apply infection control procedures
  - conduct and evaluate a patch test
  - respond to contraindications and adverse effects
  - interpret treatment plan and adapt treatment to accommodate changes in client's physical condition
  - apply a range of electrical treatment and after-treatment equipment and products
- communication skills to respond to questions and provide information and reassurance to client throughout service
- literacy skills to:
  - read and interpret documents, such as health regulations, skin penetration regulations, manufacturer instructions, product safety data sheets, and records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to calculate desired current level and treatment area for each

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treatment session.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant state or territory Acts and local regulations relevant to skin penetration, including:
  - modes of infectious disease transmission
  - difference between hygiene, disinfection and sterilisation
  - benefits of chemical and physical disinfection
  - methods of sterilisation and disinfection
  - infection control procedures
- relevant occupational health and safety regulations and requirements
- transmission routes of infectious conditions and application of standard infection control procedures, including:
  - safe handling and disposal of sharps
  - contingency strategies for blood and body fluid contact, clients with contagious diseases
- immunity and how it is acquired
- workplace policies and procedures in regard to permanent hair removal treatments
- appearance of contraindications and adverse effects
- effects and benefits of defined range of skin care products
- factors likely to affect suitability of electrolysis to client needs and effects, risks and benefits of electrolysis treatments
- skin hair structure and growth in regard to permanent hair removal treatments, including:
  - types of hair: lanugo, vellus and terminal
  - factors affecting hair growth, such as:
    - hormonal: topical and systemic
    - exposure to sunlight
    - heredity
    - drugs and chemicals
  - hair growth patterns
  - influence of hair removal on hair growth
  - ingrown hairs, causes and treatment
  - growth cycle of hair and its relationship to permanent hair removal
  - histology of hair
- relationship between nutrition and healthy skin, particularly foods which may have an effect on skin or which may be contraindicated in combination with relevant skin conditions, or products used in a treatment procedure or diet-related diseases which may affect electrolysis treatments
- operator's legal and insurance liabilities and responsibilities in regard to electrolysis services and use and preparation of treatment products

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- causes of skin reactions in regard to electrolysis treatments and appearance and management of specific treatment complication or adverse effects, including:
  - inflammation arising from the permanent hair removal treatments
  - torn skin
  - bruising
  - broken capillaries
  - infections of the hair follicle
  - burns to skin
  - bleeding from follicles
- physical appearance of:
  - various skin types
  - normal skin
  - abnormal skin conditions
  - minor skin blemishes
  - skin diseases and disorders
- typical medical treatments, drugs and side effects relevant to hair reduction using electrolysis
- relevant electrical equipment, including:
  - properties and use of electrical energy, electrostatics and electrical current, in permanent hair removal
  - use of alternating current for high frequency treatments
  - sources and effects of laser treatment in permanent hair removal
  - safe practices and management
- factors affecting:
  - client pain tolerance
  - needle or probe size selection
  - accurate probing, including duration, angle and depth
  - correct probing and successful treatment outcomes
  - safety and comfort
  - current intensity and method choice
  - causes of skin damage
- electrical post-treatment care procedures, including low-frequency laser and healing products
- post-treatment advice for specific treatment areas, including underarm, chest, stomach, bikini line and face
- factors affecting treatment planning, including skin healing, skin reaction, follicle distribution, areas treated, extent of area to be treated, client finances, pain tolerance
- workplace product and equipment range and manufacturer instructions and safety data sheets.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant state or territory and local health and hygiene regulations, including skin penetration regulations
- applying relevant regulations, workplace procedures, and safe work practices in regard to electrolysis treatments
- interpreting a treatment plan, including adapting treatment to accommodate changes in client's condition
- safely inserting probe and applying electrolysis treatments for clients with a variety of hair and follicle types, at a variety of hair growth stages and on a variety of treatment areas
- evaluating outcomes of an electrolysis treatment and advising client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of simulated situations which include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped electrolysis treatment area, which includes as a minimum:
  - individual client workstation
  - adjustable treatment couch with equipment and operator safe working access at head, foot and each side
  - access to sterilised small tools and equipment
  - electricity supply to each workstation
  - equipment that provides thermolysis, galvanic, direct, and alternating blend currents

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- magnifying lamp
- supply of disposable probes
- supply of needle acceptor tubes
- personal protective equipment, including disposable gloves

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different hair reduction requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - planning a treatment program that involves a series of electrolysis treatments to achieve client's desired hair reduction outcome
  - discussing variations to treatment plan with client
  - safely applying electrolysis treatments
  - applying infection control and skin penetration procedures according to health and hygiene
  - applying regulations and workplace policies and procedures
  - obtaining and recording feedback from client on outcomes of each stage of treatment program
- case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - actions of currents used in electrolysis
  - actions of electrolysis on hair follicle and surrounding skin
  - relevant skin penetration regulations
  - workplace environmental and infection controls

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- third-party reports from technical experts
- completion of self-paced learning material, including personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS405A Develop treatment plans
- SIBBCCS406A Use electricity in beauty therapy treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan may include:

- treatment area
- follicle type and distribution
- hair type:
  - single, compound
  - straight, curved
  - fine, coarse
  - lanugo, vellus, terminal
- treatment duration
- products
- equipment
- follow-up procedures
- contraindications:
  - bacterial, viral or fungal infections
  - impetigo
  - scabies
  - lice
  - boils and carbuncles
  - candidiasis
  - acne

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- rashes
- diabetes
- pigmentation disorders
- disorders of ageing skin
- sunburn
- biological changes, including:
  - puberty
  - menopause
  - premature ageing
  - anorexia
  - anaemia
  - pregnancy
- scar tissues and lesions
- dilated capillaries
- skin trauma
- pacemakers and metal implants
- other visible non-normal skin

- relevant medical history and medications
- outcomes of previous temporary and permanent hair removal treatments.

Variations to treatment plan may include:

- changes in client physical condition
- changes to client requirements.

Clients may include:

- male or female clients
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Treatment procedure may include:

- current duration
- current intensity
- pre- and post-treatment products.

Relevant legislation may include:

- state or territory Acts and local regulations relating to skin penetration
- state or territory and local health and hygiene regulations
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- workplace equipment, product range and manufacturer instructions
- designated time frame allocated for service
- infection controls
- environmental protection practices, such as:

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	• safe disposal of sharps and other treatment waste • waste minimisation • energy efficiency, e.g. electricity saving devices and practices • resource management • water efficiency.
Equipment must include:	• thermolysis • galvanic • direct and alternating blend • magnification lamp.

Patch test must include:	• replication of treatment plan:
	  • procedures
	  • products
	  • equipment.

Post-treatment skin care products may include:	• antiseptic • serums • lotions.
Treatment area may include:	• face • body • arms and legs.
Infection control must include:	• use of personal protective equipment • equipment sterilisation and disinfection • use of disposable equipment.
Skin penetration procedures must include:	• cleansing of treatment area • prevention of blood to blood contact • disposal of sharps • disposal of infectious and non-infectious waste.
Treatment waste may include:	• probes • hair • gloves • swabs.
Electrical post-treatment care may include:	• cataphoresis • high frequency • low level laser.
Client feedback may include:	• comments • suggestions • enquiries.
Relevant outcomes of treatment may include:	• client satisfaction with treatment • pain experienced

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	• appearance of treatment area.
Future treatment program may include:	• number and frequency of further treatments • complementary services or treatments.
Adverse effects may include:	• erythema or inflammation arising from hair removal treatment or products • scarring • allergic reactions of skin or body to treatment or products • reactions of client to electrical current, treatment or product.
Home-care advice may include:	• care of treatment area • management of hair growth • product recommendations.
Source of referral may include:	• complementary therapist • medical practitioner.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBHRS503A Perform male intimate waxing treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely remove hair from male intimate body areas using various waxing techniques. It is part a suite of hair reduction services that may be available in beauty salons to meet the needs of different clients.

Waxing on other body areas and female intimate waxing treatments are described in separate units. Alternative hair reduction treatments, such as electrolysis, intense pulsed light and laser hair reduction, require specialised skills and knowledge; and are also presented in separate units.

Application of the Unit

This is a service offered in some beauty salons, and is performed when the client wishes to achieve instant temporary removal of hair on intimate areas of the body.

The unit applies to beauty therapists demonstrating sensitivity, maturity and confidentiality in relating to clients; and judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Plan male intimate area waxing treatments.	1.1 Use ***consultation techniques*** to determine client requirements and visually identify characteristics and areas of skin or hair growth which may require special treatment.
	1.2 Recognise and clearly explain any ***contraindications*** to client and take ***necessary action***.
	1.3 Clearly explain possible ***contra-actions*** to the client prior to agreeing to intimate area waxing treatment.
	1.4 Conduct a patch test on a suitable area of groin and observe skin reaction before proceeding with treatment.
	1.5 Discuss, review and confirm ***treatment plan*** with client, clearly explaining process to assist client understanding.
	1.6 Obtain informed and signed parent or guardian consent and ensure that a parent or guardian is present throughout intimate waxing process for minors.
	1.7 Obtain signed written informed consent from each client prior to carrying out treatment.
2 Prepare for treatment.	2.1 Clean and disinfect tools and equipment to meet workplace standards and relevant health regulations.
	2.2 Prepare work environment to meet ***workplace requirements*** and ***relevant health regulations*** and ensure ***environmental conditions*** are suitable to client and treatment.
	2.3 Perform ***client preparation*** to meet agreed treatment plan.
	2.4 Select and position suitable equipment, materials, applicators and ***products*** for ***intimate waxing service***.
	2.5 Wear ***suitable personal protective equipment*** according to workplace requirements.
	2.6 Disinfect own hands prior to commencing service, and maintain accepted industry and workplace hygiene and safety standards throughout treatment.
3 Maintain safe and	3.1 Ensure own posture and position minimise fatigue and risk of

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	effective methods of intimate area waxing.	injury to self and client. 3.2 Ensure client modesty and privacy at all times. 3.3 Apply wax using single dip disposable spatulas and minimise wastage of product during application. 3.4 Safely dispose of waste hair and wax to minimise negative environmental impacts, according to health regulations and workplace policies and procedures. 3.5 Ensure that treatment is performed within workplace service time frame. 3.6 Complete treatment plan so that it is a current record, accurate, easy to read, and signed by client and practitioner. 3.7 Leave work area and equipment in a clean and hygienic condition suitable for further waxing treatments.
4	Remove unwanted hair.	4.1 Select pre-wax application products that match wax being used and use according to manufacturer instructions. 4.2 Check that wax is correct temperature for both the client and also the area to be treated, immediately prior to waxing treatment, and maintain that temperature throughout service. 4.3 Apply and remove wax according to manufacturer instructions, the area and hair growth pattern. 4.4 Provide clear instructions to clients on how and when to support surrounding skin during waxing treatment. 4.5 Apply ***work techniques*** that minimise discomfort, check client's wellbeing throughout treatment and offer reassurance as necessary. 4.6 Discontinue treatment and provide advice and recommendations for any other relevant treatment where contra-actions occur. 4.7 Ensure treatment area is free of wax product and apply soothing after-wax product according to client requirements and workplace practice. 4.8 Confirm client satisfaction and that all unwanted hair has been removed according to agreed treatment plan.
5	Review treatment and provide post-treatment advice.	5.1 Offer ***home-care advice*** suitable to client's individual needs. 5.2 Suggest products suitable for application to soothe skin irritation in intimate areas if required. 5.3 Recommend ***future treatment program*** according to client needs. 5.4 Revise recommended treatment plan as required. 5.5 Rebook client according to agreed treatment plan.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - conduct visual examination of skin and hair growth in area to be treated
  - respond to local contraindications
  - identify client characteristics, and recommend and perform a service, including:
    - preparation of service area
    - preparation of products and equipment
    - preparation of client
    - application of products
    - waxing procedures, including preparation of area, pattern of wax application and removal
    - cleaning and disposing of products and equipment
    - care and temperature control of equipment
    - post-treatment procedures and advice
    - home-care advice to client
- self-management, time-management, planning and organising skills to complete male intimate area waxing services within commercial deadlines
- problem-solving skills to identify contraindications to treatment or contra-actions during the service and take necessary action
- literacy skills to:
  - read and interpret documents, such as manufacturer's product instructions, product safety data sheets and records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to manage product quantities and wax temperature.

Required knowledge

The following knowledge must be assessed as part of this unit:

- operator responsibilities according to relevant health, safety and hygiene regulations and skin penetration legislation
- workplace infection control procedures and application of universal precautions in context of providing waxing services
- workplace environmental controls for cleaning and disposing of waste wax product and equipment
- age at which an individual is classed as minor according to relevant federal, state or territory legislation, and why minors must only be treated with informed and signed parental or guardian consent
- effective consultation techniques relating to treatment when communicating with

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clients from different cultural and religious backgrounds, age and disability
- relevance and importance of clearly explaining the following to clients:
  - possible contraindications
  - possible contra-actions
  - possible skin sensitivity
- contraindications, including those that:
  - prevent treatment but will not require medical referral
  - require medical approval, and why this is necessary
  - restrict treatment as listed in range statement, and why this is necessary
- how to recognise and deal with contra-actions that can occur as a result of intimate waxing treatments
- reasons why it is important for client to personally cleanse area to be treated
- operator techniques that minimise risk of misinterpreting behaviour
- workplace product range and manufacturer instructions and safety data sheets
- hair growth patterns
- intimate area skin response to irritation and trauma
- correct medical terminology for male genitalia
- structure of male genitalia
- types of equipment and product used for intimate waxing, including:
  - ingredients and composition of waxing products
  - types of product suitable for soothing skin irritation in intimate areas
  - types of shaping templates and how to use them
  - various techniques associated with, and working temperatures for, different types of hot wax, warm wax and sugar paste
  - suitability of specific products for certain hair types
- factors relating to the use of waxing products:
  - how to apply and remove different waxing products
  - product application requirements in relation to direction of hair growth
  - precautions that need to be taken when removing hair around conditions which restrict treatment
  - expected skin reaction to waxing
- other methods of temporary hair removal, such as tweezing, shaving, depilatory creams, electrical depilatory; and effect of these on waxing process
- reasons for restricting operator conversation to instructions during intimate waxing service
- how to deal with circumstances in which client's behaviour breaches professional status of treatment.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using questioning and visual examination to consult, prepare and plan for intimate area waxing services for a variety of male clients
- applying knowledge of the range of designs and outcomes achieved by commonly offered male intimate area waxing services
- applying relevant regulations and workplace procedures to consistently, safely and efficiently perform male intimate area waxing treatment services within commercial time constraints
- identifying contra-actions or other problems which may arise during services and taking necessary action to protect the comfort and safety of the client or operator
- evaluating the outcomes of waxing treatments and advising clients on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- that competency is demonstrated in a simulated workplace environment in a range of real workplace situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped waxing treatment area, which includes as a minimum:
  - individual client workstation
  - adjustable treatment couch with equipment and operator safe working access at head, foot and each side
  - stable wax pot bench area with electricity supply in each workstation
  - magnifying lamp

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- temperature controlled hot wax pot
- cold wax pot
- supply of disposable spatulas
- trolley
- supply of disposable towels
- client cover
- personal protective equipment, including disposable gloves
- professional range of depilatory wax products
- soothing after-treatment products from the workplace range

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different intimate waxing requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting with client's, performing visual examinations, and developing intimate area waxing treatment plans according to client needs
  - preparing, applying and removing wax according to client requirements
  - providing advice on home-care products and future treatments according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - safe practice
  - dealing with adverse outcomes
  - relevant infection control procedures

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- completion of workplace documentation relevant to provision of waxing treatments
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by candidate
- completion of self-paced learning materials, including personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS502A Perform female intimate waxing treatments
- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation techniques may include:

- questioning
- visual examination
- manual examination
- reviewing client records
- providing treatment advice.

Clients may include:

- adult male clients of various ages
- male clients who are not minors
- male clients from different cultural and religious backgrounds
- male clients with disabilities
- new or regular clients with routine or special needs.

Contraindications may include:

- skin conditions in the specific treatment area that prevent treatment but will not require medical referral, such as:
  - thin or fragile skin
  - scar tissue less than six months old
  - heat rash
  - sunburn

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- known allergies to wax products or ingredients, such as rosin
- conditions affecting treatment area which require medical approval, such as:
  - urinary infections
  - sexually transmitted infections
  - pubic lice
  - contagious skin disease
  - oedema
- conditions in specific treatment area which restrict treatment, such as:
  - moles
  - infected ingrown hairs
  - skin tags
  - external haemorrhoids.

Necessary action must include:

- the following actions across a range of clients:
  - encouraging client to seek medical advice
  - explaining why service cannot be carried out
  - modifying waxing service
  - refusing unsuitable client.

Contra-actions may include:

- bruising
- blood spots
- abrasions
- broken hair
- allergic reactions
- excessive erythema
- excessive and diminished hair growth.

Treatment plan must include:

- client name and contact details
- record of treatment area visual analysis
- contraindications if present
- patch test reaction
- required service
- procedures
- products
- tools and equipment
- treatment contra-actions where present
- soothing after-wax products used
- treatment outcomes
- recommended follow-up treatments.

Workplace requirements may

- health and hygiene
- comfort and privacy

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include:	• designated time frames for completion of the service
	• environmental protection practices, such as:
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency.

Relevant health regulations must include:	• state or territory Acts and local regulations relevant to skin penetration • federal, state or territory, and local health and hygiene regulations • occupational health and safety regulations.
Environmental conditions may include:	• privacy • lighting • heating • ventilation • general client comfort.
Client preparation must include:	• removal of accessories and clothing as necessary for treatment • protection of remaining client clothing to avoid contact with wax product • client's own cleansing of area to be treated • trimming of overlong hair prior to treatment.

Products may include:	• pre-wax application products:
	  • oils
	  • powders
	• waxing products:
	  • hot wax
	  • warm wax
	  • sugar paste
	• soothing after-wax products.

Intimate waxing service must include:	• lower back • buttocks • anal area • scrotum • penis.
Suitable personal protective equipment may include:	• protective goggles • powder free nitrile or vinyl gloves • apron.

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Work techniques must include:	• stretching and manipulating skin during application and removal • speed of product removal • direction and angle.
Home-care advice may include:	• avoidance of activities which may cause contra-actions • future prevention of ingrown hairs • prevention of infection • personal hygiene.
Future treatment program may include:	• number and frequency of future treatments • alternative hair reduction treatments.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBHRS502A Perform female intimate waxing treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely remove hair from female intimate body areas using various waxing techniques. It is part a suite of hair reduction services that may be available in beauty salons to meet the needs of different female clients.

Waxing on other body areas and male intimate waxing treatments are described in separate units. Alternative hair reduction treatments, such as electrolysis, intense pulsed light and laser hair reduction, require specialised skills and knowledge and are also presented in separate units.

Application of the Unit

This is a service offered in beauty salons, and is performed when the client wishes to achieve instant temporary removal of hair on intimate areas of the body.

The unit applies to beauty therapists demonstrating sensitivity, maturity and confidentiality in their client interactions; and exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Plan female intimate area waxing treatments.	1.1 Use ***consultation techniques*** to determine ***client*** requirements and visually identify characteristics and areas of skin or hair growth which may require special treatment.
	1.2 Recognise and clearly explain any ***contraindications*** to client and take ***necessary action***.
	1.3 Clearly explain possible ***contra-actions*** to client prior to agreeing to intimate area waxing treatment.
	1.4 Conduct a patch test on a suitable area of groin and observe skin reaction before proceeding with treatment.
	1.5 Discuss, review and confirm ***treatment plan*** with client, clearly explaining process to assist client understanding.
	1.6 Obtain informed and signed parent or guardian consent and ensure that a parent or guardian is present throughout intimate waxing process for minors.
	1.7 Obtain signed written informed consent from each client prior to carrying out treatment.
2 Prepare for treatment.	2.1 Clean and disinfect tools and equipment to meet workplace standards and relevant health regulations.
	2.2 Prepare work environment to meet ***workplace requirements*** and ***relevant health regulation***s and ensure ***environmental conditions*** are suitable to client and treatment.
	2.3 Perform ***client preparation*** to meet agreed treatment plan.
	2.4 Select and position suitable equipment, materials, applicators and ***products*** for an ***intimate waxing service***.
	2.5 Wear ***suitable personal protective equipment*** according to workplace requirements.
	2.6 Disinfect own hands prior to commencing service and maintain accepted industry and workplace hygiene and safety standards throughout treatment.
3 Maintain safe and	3.1 Ensure own posture and position minimise fatigue and risk of

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	effective methods of intimate area waxing.	injury to self and client. 3.2 Ensure client modesty and privacy at all times. 3.3 Apply wax using single dip disposable spatulas and minimise wastage of product during application. 3.4 Safely dispose of waste hair and wax to minimise negative environmental impacts according to health regulations and workplace policies and procedures. 3.5 Ensure that treatment is performed within the workplace service time frame. 3.6 Complete treatment plan so that it is a current record, accurate, easy to read, and signed by client and practitioner. 3.7 Leave work area and equipment in a clean and hygienic condition suitable for further waxing treatments.
4	Remove unwanted hair.	4.1 Select pre-wax application products that match wax being used, and use according to manufacturer instructions. 4.2 Check that wax is correct temperature for both client and also the area to be treated, immediately prior to waxing treatment, and maintain that temperature throughout the service. 4.3 Apply and remove wax according to manufacturer instructions, the area and hair growth pattern. 4.4 Provide clear instructions to client on how and when to support surrounding skin during waxing treatment. 4.5 Apply ***work techniques*** that minimise discomfort, check client's wellbeing throughout treatment, and offer reassurance as necessary. 4.6 Discontinue treatment and provide advice and recommendations for any other relevant treatment where contra-actions occur. 4.7 Ensure treatment area is free of wax product and apply soothing after-wax product according to client requirements and workplace practice. 4.8 Confirm client satisfaction and that all unwanted hair has been removed according to agreed treatment plan.
5	Review treatment plan and provide post-treatment advice.	5.1 Offer ***home-care advice*** suitable to client's individual needs. 5.2 Suggest products suitable for application to soothe skin irritation in intimate areas if required. 5.3 Recommend ***future treatment program*** according to client needs. 5.4 Revise recommended treatment plan as required. 5.5 Rebook client according to agreed treatment plan.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - conduct visual examination of skin and hair growth in area to be treated
  - respond to local contraindications
  - identify client characteristics, and recommend and perform a service, including:
    - preparation of service area
    - preparation of products and equipment
    - preparation of client
    - application of products
    - waxing procedures, including preparation of area, pattern of wax application and removal
    - cleaning and disposing of products and equipment
    - care and temperature control of equipment
    - post-treatment procedures and advice
    - home-care advice to clients
- self-management, time-management, planning and organising skills to complete female intimate area waxing services within commercial deadlines
- problem-solving skills to identify contraindications to treatment or contra-actions during the service and take necessary action
- literacy skills to:
  - read and interpret documents, such as manufacturer's product instructions, product safety data sheets, and records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to manage product quantities and wax temperature.

Required knowledge

The following knowledge must be assessed as part of this unit:

- operator responsibilities according to relevant health, safety and hygiene regulations and skin penetration legislation
- workplace infection control procedures and application of universal precautions in context of providing waxing services
- workplace environmental controls for cleaning and disposing of waste wax product and equipment
- age at which an individual is classed as minor according to relevant federal, state or territory legislation, and why minors must only be treated with informed and signed parental or guardian consent
- effective consultation techniques relating to treatment when communicating with

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clients from different cultural and religious backgrounds, age and disability
- relevance and importance of clearly explaining the following to clients:
  - possible contraindications
  - possible contra-actions
  - possible skin sensitivity during menstruation
- contraindications, including those that:
  - prevent treatment but will not require medical referral
  - require medical approval, and why this is necessary
  - restrict treatment as listed in range statement, and why this is necessary
- how to recognise and deal with contra-actions that can occur as a result of intimate waxing treatments
- reasons why it is important for client to personally cleanse area to be treated
- operator techniques that minimise risk of misinterpreting behaviour
- workplace product range and manufacturer instructions and safety data sheets
- hair growth patterns
- intimate area skin response to irritation and trauma
- correct medical terminology for female genitalia
- structure of female genitalia
- types of equipment and product used for intimate waxing, including:
  - ingredients and composition of waxing products
  - types of product suitable for soothing skin irritation in intimate areas
  - types of shaping templates and how to use them
  - various techniques associated with, and working temperatures for, different types of hot wax, warm wax and sugar paste
  - suitability of specific products for certain hair types
- factors relating to the use of waxing products:
  - how to apply and remove different waxing products
  - product application requirements in relation to direction of hair growth
  - precautions that need to be taken when removing hair around conditions which restrict treatment
  - expected skin reaction to waxing
- other methods of temporary hair removal, such as tweezing, shaving, depilatory creams, electrical depilatory; and effect of these on waxing process
- reasons for restricting operator conversation to instructions during intimate waxing service
- how to deal with circumstances in which client's behaviour breaches professional status of treatment.

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using questioning and visual examination to consult, prepare and plan for intimate area waxing services for a variety of female clients
- applying knowledge of range of designs and outcomes achieved by commonly offered female intimate area waxing services
- applying relevant regulations and workplace procedures to consistently, safely and efficiently perform female intimate area waxing treatment services within commercial time constraints
- identifying contra-actions or other problems which may arise during services and taking necessary action to protect comfort and safety of the client or operator
- evaluating outcomes of waxing treatments and advising clients on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- that competency is demonstrated in a simulated workplace environment in a range of real workplace situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped waxing treatment area, which includes as a minimum:
  - individual client workstations
  - adjustable treatment couch with equipment and operator safe working access at head, foot and each side
  - stable wax pot bench area with electricity supply in each workstation
  - magnifying lamp
  - temperature controlled hot wax pot

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EVIDENCE GUIDE

- cold wax pot
- supply of disposable spatulas
- trolley
- supply of disposable towels
- client gown or cover
- personal protective equipment, including disposable gloves
- professional range of depilatory wax products
- soothing after-treatment products from workplace range

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different intimate waxing requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting with client's, performing visual examinations, and developing intimate area waxing treatment plans according to client needs
  - preparing, applying and removing wax according to client requirements
  - providing advice on home-care products and future treatments according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - safe practice
  - dealing with adverse outcomes
  - relevant infection control procedures
- completion of workplace documentation relevant to the

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EVIDENCE GUIDE

provision of waxing treatments
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by candidate
- completion of self-paced learning materials, including personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBHRS503A Perform male intimate waxing treatments
- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation techniques may include:
- questioning
- visual examination
- reviewing client records
- providing treatment advice.

Clients may include:
- adult female clients of various ages
- female clients who are not minors
- female clients from different cultural and religious backgrounds
- female clients with disabilities
- new or regular clients with routine or special needs.

Contraindications may include:
- skin conditions in specific treatment area that prevent treatment but will not require medical referral, such as:
  - thin or fragile skin
  - scar tissue less than six months old
  - heat rash
  - sunburn
  - known allergies to wax products or ingredients
- conditions affecting treatment area which require medical approval, such as:

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- urinary infections
- sexually transmitted infections
- pubic lice
- contagious skin disease
- oedema

- conditions in specific treatment area which restrict treatment, such as:
  - moles
  - infected ingrown hairs
  - skin tags
  - external haemorrhoids.

Necessary action must include:

- the following actions across a range of clients:
  - encouraging client to seek medical advice
  - explaining why service cannot be carried out
  - modifying waxing service
  - refusing unsuitable client.

Contra-actions may include:

- bruising
- blood spots
- abrasions
- broken hair
- allergic reactions
- excessive erythema
- excessive and diminished hair growth.

Treatment plan must include:

- client name and contact details
- record of treatment area visual analysis
- contraindications if present
- patch test reaction
- required service
- procedures
- products
- tools and equipment
- treatment contra-actions where present
- soothing after-wax products used
- treatment outcomes
- recommended follow-up treatments.

Workplace requirements may include:

- health and hygiene
- comfort and privacy
- designated time frames for the completion of service
- environmental protection practices, such as:
  - waste minimisation

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	• energy efficiency, e.g. electricity saving devices and practices • waste disposal • resource management • water efficiency.
Relevant health regulations must include:	• state or territory Acts and local regulations relevant to skin penetration • federal, state or territory, and local health and hygiene regulations • occupational health and safety regulations.
Environmental conditions may include:	• privacy • lighting • heating • ventilation • general client comfort.
Client preparation must include:	• removal of accessories and clothing as necessary for treatment • protection of remaining client clothing to avoid contact with wax product • client's own cleansing of area to be treated • trimming of overlong hair prior to treatment.

Products may include:	• pre-wax application products:
	  • oils
	  • powders
	• waxing products:
	  • hot wax
	  • warm wax
	  • sugar paste
	• soothing after-wax products.

Intimate waxing service must include:	• full • partial • shaping.
Suitable personal protective equipment may include:	• protective goggles • powder free nitrile or vinyl gloves • apron.
Work techniques must include:	• stretching and manipulating skin during application and removal • speed of product removal • direction and angle.
Home-care advice may include:	• avoidance of activities which may cause contra-actions

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- future prevention of ingrown hairs
- prevention of infection
- personal hygiene.

Future treatment program may include:

- number and frequency of future treatments
- alternative hair reduction treatments.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBBOS506A Use reflexology relaxation techniques in beauty treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to integrate basic reflexology relaxation techniques into body treatments.

Body treatments are performed in response to a client consultation and assessment, conducted and recorded on a treatment plan. They involve the application of a combination of manual and other selected techniques.

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

In this context, reflexology may be integrated with other techniques as part of a broader treatment. This may involve the application of reflexology techniques in a single treatment or as part of a series of body treatments that have been designed to meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
1 Manage the treatment.	1.1 Access and review ***client's treatment plan***.
	1.2 Explain ***factors that may interfere with the effectiveness of the treatment***.
	1.3 Discuss ***principles of reflexology*** with client.
	1.4 Explain ***mode of administration*** and management of treatment to client.
	1.5 Identify and note recommendations and ***variations to the treatment plan.***
	1.6 Inform client of possible physical and emotional ***reactions during the treatment.***
2 Prepare for service.	2.1 Prepare service area, operator and client for treatment according to ***relevant legislation and codes, workplace policies and procedures*** and treatment plan.
	2.2 Drape client for warmth, with feet and hands exposed as appropriate.
	2.3 Select approapriate ***massage medium***.
3 Apply reflexology relaxation techniques.	3.1 Treat ***zones of the body*** according to client treatment plan.
	3.2 Select and sequence ***reflexology relaxation techniques*** according to agreed treatment plan.
	3.3 Apply reflexology relaxation techniques according to client treatment plan, tissue condition and client sensitivity.
	3.4 Use ***leverage*** and ***pressure*** as required to apply specific techniques, while holding and supporting the foot adequately.
	3.5 ***Work on reflexology points of both feet*** according to body systems or using an appropriate sequence.
	3.6 Monitor client response throughout treatment and adapt reflexology techniques and length of routine as required.
	3.7 Ensure ***length of session*** is appropriate for client and for techniques and sequence used.
4 Review treatment and provide post-treatment advice.	4.1 Obtain ***client feedback*** and recommend ***future treatment program***.
	4.2 Amend treatment plan and confirm with client.
	4.3 Explain potential ***post-treatment adverse effects*** to client.

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4.4 Provide ***home-care advice*** according to client needs.

4.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - apply commonly used treatment techniques listed under the range of variables
  - provide treatment according to the individual, condition and presence of complicating factors
  - prepare clients for treatment according to reflexology principles
  - provide treatment and record client responses
  - ensure all treatment/care delivered is consistent with legislative and regulatory requirements
  - identify major bones and structure, muscles, ligaments and tendons of the feet through palpation
  - gather and interpret information through touch
- time-management skills to manage time throughout consultation and treatment
- self-management skills to use equipment and resources competently and safely
- communication skills to communicate effectively with clients.

Required knowledge

The following knowledge must be assessed as part of this unit:

- history, philosophies and beliefs of reflexology
- anatomy and physiology in relation to a reflexology framework
- best practice reflexology principles
- fundamental structure and function of anatomical systems
- fundamental principles of biomechanics
- possible reactions and contraindications to treatment
- legal and regulatory implications to treatment.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- interpreting treatment plan and making any adjustments required by variations in client's condition
- applying knowledge of relationship between muscles and organs to zones of body when using reflexology techniques
- applying a variety of reflexology relaxation techniques
- recognising and managing contraindications and adverse effects
- evaluating application of reflexology relaxation techniques and advising client on future treatments
- accurately and legibly recording relevant treatment data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstations
  - adjustable massage couch with safe working access for operator and equipment
  - a relevant professional massage medium
  - apprppriate supply of towels
  - client gown
  - client cover
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals

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- a range of clients with different reflexology requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing the client for application of reflexology relaxation techniques
  - applying reflexology relaxation techniques according to client's treatment plan
  - providing advice on home care
- case studies and scenarios to discuss issues and strategies to contribute to best practice
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of reflexology relaxation techniques in beauty treatments, including the application of health and hygiene procedures
- completion of workplace documentation relevant to using reflexology relaxation techniques in beauty treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBCCS403A Recognise body structures and systems in a beauty therapy context
- SIBBCCS405A Develop treatment plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Treatment plan may include:

- recommendations
- treatment routine
- products
- contraindications:
  - bacterial, viral or fungal infections
  - inflamed skin
  - rashes
  - blisters, corns and calluses
  - hammer toes
  - impetigo
  - boils and carbuncles
  - scabies
  - rashes
  - lesions
  - cuts
  - bruising
  - sprains
  - broken bones
- adverse effects of previous treatments
- outcomes of previous treatments.

Factors that may interfere with the effectiveness of treatment may include:

- medical treatment being undertaken
- client's physical and psychological readiness and/or physical conditions
- wellness
- cultural factors
- contraindications to treatment
- post-reflexology activity.

Principles of reflexology must include:

- zones of the body
- reflex areas
- pressure points.

Mode of administration may include:

- use of oils, creams, lotion, talcum powder and corn starch
- requirement for feedback and interaction

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	• range of relaxation and reflexology techniques • variations in hold, leverage and pressure intensity, according to tissue condition, age, health and sensitivity of client • requirements of specific positioning of client • requirements of finishing techniques.
Variations to treatment plan may include:	• changes in client's physical condition • changes in client requirements.
Reactions during the treatment may include:	• discomfort • emotional reactions • feedback - verbal, tactile and visual • muscular spasms • body temperature discomfort • deep relaxation • alleviation of presenting symptoms.
Relevant legislation and codes may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety regulations • industry codes of practice.
Workplace policies and procedures may include:	• health and hygiene • designated time frame for service • environmental controls.
Massage mediums may include:	• oil • cream • powder.
Zones of the body may include:	• heart • lung • large intestine • small intestine • stomach • bladder • gall bladder • kidney • liver • pericardium • spleen • pancreas.
Reflexology relaxation techniques must include:	• stroking and effleurage techniques • light and deep friction • holding • breathing

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	• knuckling • rotation and loosening • stretching • kneading • twisting and wringing • diaphragm relaxer • spinal twist • toe rotation.
Leverage may include:	• heels of hands • fingers • thumbs.
Pressure may include:	• light • average • heavy.
Working on reflexology points on both feet may include:	• working on both feet completely for maximum effect • specific attention given to particular reflexology • areas in relation to client's state of wellbeing • working on feet in relation to body systems • working on feet one at a time.
Length of session may include:	• a general session of reflexology, which may be of one hour's duration or more • shorter sessions, appropriate for elderly • sessions designed for infants and the debilitated.
Client feedback may include:	• comments • suggestions • enquiries.
Future treatment program may include:	• reflexology treatments • complementary treatments.
Post-treatment adverse effects may include:	• increased urination • increase bowel movements • disturbed sleep • headaches • cold-like symptoms due to detoxification.
Home-care advice may include:	• dietary habits • lifestyle • use of home-care products • relaxation techniques.

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Unit Sector(s)

Beauty

Competency Field

Body Services

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SIBBBOS505A Blend and apply a range of aromatic plant oils for beauty treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to blend and apply aromatic plant oils for use in a range of beauty treatments. The unit requires the beauty therapist to interpret the client's treatment plan and blend a range of aromatic plant oils.

Application of the Unit

This unit applies to beauty therapy salon or spa environments. The blended oils may be applied as part of aromatic facial treatments, aromatic body massage, hand treatments, foot treatments or water-based spa treatments.

The unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access ***client's treatment plan***.
	1.2 Identify and note ***variations to the treatment plan*** according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.3 Confirm treatment plan with client.
	1.4 Select ***aromatic plant oils, carrier oils, additives and other mediums*** according to agreed treatment plan and ***client requirements***.
2 Blend aromatic plant oils.	2.1 Prepare service area and ***equipment*** according to workplace procedures.
	2.2 Blend ***ingredients*** according to agreed treatment plan and workplace procedures.
	2.3 Apply safe ***storage and labelling procedures*** according to relevant legislation and workplace policies and procedures.
	2.4 Apply waste management practices to minimise negative environmental impacts.
3 Apply aromatic plant oil blends.	3.1 Adjust ***service area environment*** according to agreed treatment plan, relevant legislation and workplace policies and procedures.
	3.2 Prepare client according to ***beauty treatment*** being provided.
	3.3 Prepare required ***equipment*** and ***materials*** according to agreed treatment plan, relevant legislation and workplace policies and procedures.
	3.4 Apply aromatic plant oil blend according to agreed treatment plan and workplace policies and procedures.
	3.5 Apply ***massage techniques*** as required according to agreed treatment plan.
	3.6 Monitor treatment and adjust in response to any ***adverse effects***.
4 Review treatment and provide post-treatment advice.	4.1 Obtain client feedback and amend treatment plan as required.
	4.2 Recommend ***future treatment program*** according to client requirements.
	4.3 Provide ***home-care advice*** according to client needs.
	4.3 Provide home-care advice according to client needs.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - interpret treatment plans and identify and adjust to changes in client's condition
  - prepare and apply aromatic plant oil vaporisation, compresses and poultices
  - prepare and apply aromatic plant oils for body, face and hand/foot treatments
  - safely store and handle aromatic oils and carrier oils
- self-management skills to maintain practitioner self-care practices, including:
  - ventilation in treatment area
  - fresh air between clients
  - water intake
- literacy skills to:
  - read and apply product information and safety data
  - interpret and adjust treatment plans
- numeracy skills to calculate required product quantities and ratios.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions
- organic chemistry of aromatic plant oils
- adverse and beneficial interactions of blended aromatic plant oils
- anatomy and physiology of the skin and skin structures as they relate to beauty treatments, including:
  - normal skin response to irritation and trauma
  - effects of workplace treatments on physical structure of the skin
  - trans-epidermal water loss
  - percutaneous absorption and factors affecting penetration of aromatic plant oils
- skin function, including causes of skin reactions and allergies in regard to blended aromatic plant oils
- olfactory sense in regard to aromatic plant oil blends
- cosmetic chemistry and ingredients of relevant products, particularly in regard to:
  - their likely effects on the skin
  - toxic effects of various substances

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    - possible contraindications in combination with other products or circumstances
- environmental impact of ingredients in relevant products, and minimal impact practices to reduce these.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting a treatment plan and adapting treatment to accommodate changes in client's condition
- knowledge and skill in blending oils for beauty treatments aimed at relaxation, stress reduction, skin care and alleviation of headaches
- selecting and applying appropriate massage movements for face, body, hands and feet
- preparing and applying aromatherapy vapour, compress and poultice treatments
- evaluating an aromatherapy massage treatment and advising client on future treatments, home care and complementary products
- accurately and legibly recording relevant data on client treatment plans.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
    - individual client workstation
    - an aromatic plant oils preparation and storage area
    - a range of aromatic plant oils, carrier oils and additives

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- adjustable massage table
- apprppriate supply of towels
- client gown
- client cover
- trolley

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product information and instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different aromatherapy treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learner performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - selecting ingredients according to client's treatment plan
  - handling, measuring and mixing aromatic plant oils and ingredients using appropriate ratios to meet client's requirements
  - performing aromatic treatments on body, face, hands and feet
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of aromatic plant oil chemistry and blending procedures, including a knowledge of health, hygiene and safety for client and practitioner
- completion of workplace documentation relevant to providing aesthetic aromatherapy massage services
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for

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example:

- SIBBBOS403A Perform aromatherapy massage
- SIBBBOS504A Apply aromatic plant oil chemistry to beauty treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Treatment plan may include:

- previous treatments
- beauty treatments and services
- treatment routine
- client needs and characteristics
- aromatic plant oils
- carrier oils
- additives
- other mediums
- ratio of ingredients
- contraindications:
  - migraines, headaches, nausea and dizziness
  - severe circulatory disorders
  - aroma triggered epilepsy
  - dysfunction of nervous system or excretory system
  - areas of recent scar tissue or areas exhibiting loss of tactile sensation
  - abdominal area treatments for pregnant women, especially in first trimester (some oils contraindicated completely)
  - bacterial, viral or fungal infections
  - scabies
  - boils and carbuncles

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- acne
- rashes
- pigmentation disorders
- disorders of ageing skin
- other visible non-normal skin.

Variations to treatment plan may include:

- changes in client's physical condition
- changes in client requirements.

Relevant legislation and codes may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety regulations
- privacy
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene
- record keeping
- designated time frame for service
- stock control
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency.

Aromatic plant oils must include:

- oils included in and restricted to the list below:
  - basil
  - bergamot
  - cajeput
  - chamomile
  - cypress
  - eucalyptus
  - geranium
  - grapefruit
  - juniper
  - lavandin
  - lavender
  - lemon
  - mandarin
  - niaouli

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- orange
- rosemary
- sandalwood
- tea tree.

Carrier oils may include:

- almond
- apricot
- grape seed
- peach
- macadamia
- sesame seed
- soya bean
- safflower
- sunflower.

Additives may include:

- arnica
- avocado
- borage
- calendula
- carrot (infused)
- evening primrose
- jojoba
- hazelnut
- hypericum
- linseed
- olive oil
- pumpkin seed
- rose hip
- wheatgerm.

Other mediums may include:

- alcohol
- clay
- creams
- dispersants
- gels
- hydrosols
- tinctures
- macerations
- water.

Client requirements may include:

- relaxation
- stress reduction
- skin care
- alleviation of headaches and migraines.

Equipment may include:

- bowls

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	• beakers • pipettes • spoons.
Ingredients may include:	• aromatic plant oils • carrier oils • additives • other mediums.
Storage and labelling procedures may include:	• decanting • listing ingredients.
Service area environment may include:	• privacy • temperature • lighting • ventilation • music.
Beauty treatments may include:	• aromatic facial • aromatic massage • hand and foot treatment • spa treatment.
Equipment may include:	• vaporiser • foot/hand bath • sitz bath • bath or spa.
Materials may include:	• poultice • compress.
Massage techniques must include a combination of movements designed to achieve client treatment objectives and should be drawn from the following:	• passive soft tissue movement • gliding techniques • longitudinal stroking • kneading • soft tissue is mobilised with rhythmical circular rolling movements • friction techniques • compressive techniques • petrissage • superficial lymph drainage techniques.
Adverse effects may include:	• erythema • nausea • headache • dizziness.
Future treatment program may include:	• aromatherapy treatments • beauty therapy treatments • spa treatments.

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Home-care advice may include:	• home use of any excess oil blend following treatment • lifestyle advice.

Unit Sector(s)

Beauty

Competency Field

Body Services

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SIBBBOS504A Apply aromatic plant oil chemistry to beauty treatments

Modification History

Not applicable.

Unit Descriptor

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

In order to select and blend aromatic plant oils for aromatic face and body treatments the therapist is required to develop a thorough knowledge of their characteristics. This unit describes the process of identifying the properties, origins and therapeutic profiles of a limited range of aromatic plant oils and carrier oils that may be selected and blended.

Application of the Unit

This unit applies to beauty therapists in facial, body, hand or foot massage treatments, exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify the properties of a range of aromatic oils.	1.1 Identify ***general properties*** of aromatic plant oils. 1.2 Identify ***plant information*** of a range of ***aromatic plant oils***. 1.3 Prepare ***profiles*** of a range of aromatic plant oils. 1.4 Identify type and structure of ***different bonds*** found in aromatic plant oils.
2 Apply organic chemistry to aromatic oil properties.	2.1 Identify and evaluate ***carbon backbone*** and ***functional groups*** of aromatic plant oils. 2.2 Identify and apply ***chemical terminology*** of aromatic plant oils. 2.3 Identify ***processes that affect the chemistry*** of selected aromatic plant oils. 2.4 Determine ***solubility*** of aromatic plant oils. 2.5 Determine ***emulsifiers and dispersants*** for aromatic plant oils.
3 Evaluate properties of carrier oils.	3.1 Identify differences between aromatic plant oils and ***carrier oils***. 3.2 Identify commonly used carrier oils and their ***characteristics.*** 3.3 Evaluate ***quality*** of carrier oils. 3.4 Identify and evaluate carrier oils that may be used as ***additives*** in an aromatic plant oil blend. 3.5 Identify and evaluate ***other mediums*** that may be used as alternatives to carrier oils.
4 Apply chemical information to beauty treatments.	4.1 Identify ***uses of aromatic plant oils*** in beauty treatments. 4.2 Determine ratios of ***ingredients*** used when blending aromatic plant oils for use in beauty treatments. 4.3 Apply ***relevant legislation and codes*** and ***workplace policies and procedures*** to ensure safe ***storage and handling*** of ingredients. 4.4 Identify and apply ***storage and labelling requirements*** to relevant legislation and workplace policies and procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - apply botanical knowledge of selected aromatic plant oils to a range of beauty treatments
  - apply chemical knowledge of selected aromatic plant oils to a range of beauty treatments
  - apply knowledge of carrier oils and additives to design the blended oils for use in a range of beauty treatments
- literacy skills to read and apply manufacturers' product information, including plant oil origin, chemical analysis and safety data sheets.

Required knowledge

The following knowledge must be assessed as part of this unit:

- common name, botanical name, and plant family and characteristics for each aromatic plant oil listed in range statement
- chemical composition of selected aromatic plant oils
- processes affecting chemistry of aromatic plant oils
- commonly used carrier oils and their characteristics
- effects and benefits of a defined range of aromatic plant oils, carrier oils and additives
- adverse and beneficial interactions of aromatic plant oils
- anatomy and physiology of the skin and skin structures as they relate to percutaneous absorption of aromatic plant oils, carrier oils and additives
- skin sensitivity and allergies to aromatic plant oils
- uses of aromatic plant oils in beauty treatments.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying common names, botanical names and plant family of twelve selected aromatic plant oils • applying properties and profiles of minimum of twelve

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aromatic plant oils
- applying organic chemistry in selecting and preparing aromatic plant oils for use in range of beauty treatments
- applying knowledge of properties of carrier oils and additives
- applying knowledge of appropriate ratios of aromatic plant oils to carrier oils, additives and other mediums for use in a range of beauty treatments
- applying safe work practices when storing and handling ingredients
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - aromatic plant oils preparation and storage area
  - range of aromatic plant oils, carrier oils and additives
- text and online information relating to application of aromatic plant oils in beauty treatments
- product information and safety data on range of aromatic plant oils, carrier oils and additives
- a range of clients with different aromatherapy treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learner performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - evaluating carbon backbone and functional groups

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of selected aromatic oils
    - identifying proportions of carrier oils and additives for aromatic plant oil blends for use in beauty treatments
    - consistent application of workplace policies and procedures and safe work practices when storing and handling ingredients
- case studies, written and oral questioning or interview to test knowledge of such things as:
    - common names, botanical names and plant family of twelve selected aromatic plant oils
    - properties and profiles of a minimum of twelve aromatic plant oils
    - application of organic chemistry in selection and preparation of aromatic plant oils for use in a range of beauty treatments
    - properties of carrier oils and additives
    - appropriate ratios of aromatic plant oils to carrier oils, additives and other mediums for use in a range of beauty treatments
    - uses of aromatic plant oils
- completion of workplace documentation relevant to applying aromatic plant oil chemistry to beauty treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS505A Blend and apply a range of aromatic plant oils for beauty treatments
- SIBBCCS407A Interpret the chemical composition and physical actions of cosmetic products.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work

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situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

General properties may include:	• odour • volatility • flammability • concentration • viscosity • lipophilicity • hydrophilicity.
Plant information must include:	• common name • synonym • botanical name • plant family.
Aromatic plant oils may include:	• basil • bergamot • cajeput • chamomile • cypress • eucalyptus • geranium • grapefruit • juniper • lavandin • lavender • lemon • mandarin • niaouli • orange • rosemary • sandalwood • tea tree.
Profiles must include:	• existing chemotypes • extraction method • colour and odour characteristics.
Different bonds may include:	• single • double • triple.
Carbon backbone must include:	• elements • bonds.
Functional groups may	• alcohols • phenols

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include:	• aldehydes • ketones • organic acids • esters • ethers • lactones • amines/imines • sulphides • furocoumarins.
Chemical terminology must include:	• isoprene unit • aliphatic molecule • terpene and terpenoid compound • monoterpene and sesquiterpene • monoterpenol and sesquiterpenol.
Processes that affect the chemistry may include:	• oxidation • temperature variations • exposure to light.
Solubility may include:	• water soluble • oil soluble.
Emulsifiers and dispersants may include:	• lecithin oil • alcohols • creams.
Carrier oils may include:	• almond • apricot • grape seed • peach • macadamia • sesame seed • soya bean • safflower • sunflower.
Characteristics may include:	• chemical components • smell • taste • colour • viscosity.
Quality may include:	• grading process • storage • handling • shelf life.

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Additives may include:	• arnica • avocado • borage • calendula • carrot (infused) • evening primrose • jojoba • hazelnut • hypericum • linseed • olive oil • pumpkin seed • rose hip • wheatgerm.
Other mediums may include:	• alcohol • clay • creams • dispersants • gels • macerations • tinctures • hydrosols • water.
Uses of aromatic plant oil may include:	• relaxation • stress reduction • skin care • alleviation of headaches and migraines.
Ingredients may include:	• aromatic plant oils • carrier oils • additives • other mediums.
Beauty treatments may include:	• facial treatments • body treatments • hand and foot treatments • spa treatments.
Relevant legislation and codes may include:	• Therapeutic Goods Act • occupational health and safety • industry codes of practice.
Workplace policies and procedures may include:	• health and hygiene • environmental controls • storage of products

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	• care and use of equipment.
Storage and handling may include:	• temperature control • light exposure • ventilation.
Storage and labelling requirements may include:	• listing ingredients • listing contraindications • decanting oils.

Unit Sector(s)

Beauty

Competency Field

Body Services

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SIBBFAS405A Provide advanced facial treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess client's skin and apply advanced facial treatment procedures using specialised products and electrical equipment for a range of skin conditions.

Facial treatments are designed and performed in response to a client consultation and assessment, conducted and recorded on a treatment plan. Facial treatment services involve the application of a combination of manual massage and other selected treatment products and techniques.

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Facial treatments may include the choice and application of electrical currents or chemical peels as part of a single treatment or a series of facial treatments that have been designed to meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

SIBBFAS404A Provide facial treatments

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client's ***treatment plan.***
	1.2 Identify and note ***variations to the treatment plan***.
	1.3 Confirm treatment plan with ***client***.
	1.4 Identify and select ***products*** and ***equipment*** according to the treatment plan.
2 Manage facial treatment services.	2.1 Prepare self, service area, and client for treatment according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	2.2 Select and sequence ***massage routine*** according to client's treatment plan.
	2.3 Use energy, water and other resources efficiently during treatment process to reduce negative environmental impacts.
	2.4 Safely dispose of all waste to minimise negative environmental impacts according to workplace procedures.
3 Prepare the skin treatment area.	3.1 Cleanse and exfoliate ***treatment area*** according to the treatment plan.
	3.2 Perform skin steaming according to agreed treatment plan.
	3.3 Treat ***minor skin conditions*** according to workplace practice and treatment plan.
4 Treat prematurely aged skin.	4.1 Assess ***premature ageing of skin*** and discuss ***possible causes*** with client.
	4.2 Apply massage routine according to agreed treatment plan.
	4.3 Vary application of ***massage movements*** to suit skin elasticity, skin condition, degree of subcutaneous fat and treatment plan.
	4.4 Apply micro current treatment according to where indicated by treatment plan.
	4.5 Apply ***direct current treatment*** using a combination of ***serums.***
	4.6 Select and apply ***high frequency treatment*** where indicated in treatment plan.

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		4.7 Apply and remove ***soothing products*** according to manufacturer instructions and treatment plan.
		4.8 Vary length of treatment to suit client requirements and comfort level.
5	Treat red, flushed skin (erythema).	5.1 Apply treatment routine according to agreed treatment plan.
		5.2 Vary application of massage movements in line with treatment plan to suit client requirements.
		5.3 Select and apply direct current treatments and serums according to agreed treatment plan.
		5.4 Apply post-treatment skin care according to agreed treatment plan.
		5.5 Select, apply and remove soothing products according to manufacturer instructions and treatment plan.
		5.6 Vary length of treatment to suit client requirements and comfort level.
6	Treat mature seborrhoea and/or acne.	6.1 Apply treatment routines combining different procedures according to agreed treatment plan.
		6.2 Perform skin exfoliation and steaming according to agreed treatment plan.
		6.3 Select and apply direct current treatments according to agreed treatment plan.
		6.4 Select and apply high frequency treatment according to agreed treatment plan.
		6.5 Apply micro currents according to agreed treatment plan.
		6.6 Apply after-care treatment according to agreed treatment plan.
		6.7 Select, apply and remove soothing products according to manufacturer instructions and treatment plan.
		6.8 Vary length of treatment to suit client requirements.
7	Advise on further treatments.	7.1 Obtain ***client feedback*** and amend treatment plan as required.
		7.2 Note ***adverse effect***s and explain to client.
		7.3 Recommend ***future treatment program*** according to client or specific treatment requirements.
		7.4 Advise client regarding suitable ***home-care products*** and appropriate ***lifestyle changes*** as required.
		7.5 Advise client of expected outcomes of future treatments.
		7.6 Rebook client according to agreed treatment plan.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - interpret treatment plans and identify and adjust to changes in client's condition
  - identify the physical appearance of:
    - various skin types
    - normal skin
    - abnormal skin conditions
    - minor skin blemishes
  - apply and remove products according to manufacturer instructions and treatment plans
  - apply electrical currents to meet treatment plan
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to read and apply relevant workplace documents and manufacturers' product information
- time-management skills to manage time throughout treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to advanced facial treatments
- workplace environmental controls for cleaning and disposing of waste product and equipment
- appearance of contraindications and adverse effects
- effects and benefits of a defined range of workplace skin care and facial treatment products
- factors likely to affect the suitability of each treatment to client needs and effects and benefits of each step in advanced facial treatments
- anatomy and physiology of the skin and skin structures as they relate to beauty treatments, including:
  - simplified cross-section of skin
  - glands as they relate to basic skin function

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- skin chemicals, including sebum and sweat production:
  - normal and abnormal
  - collagen
  - elastin
  - lipids
- phases of growth, cell renewal, healing of skin and factors affecting epidermal mitosis
- normal process of skin ageing and structural change
- physiological basis of skin colour
- electromagnetic spectrum and effect of light on skin
- normal skin response to irritation and trauma
- scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
- effects of treatments on physical structure of skin
- trans-epidermal water loss
- wound healing in different skin types and locations
- percutaneous absorption and factors affecting penetration of cosmetics
- normal body flora

- body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to skin, muscles and nerves, including:
  - skeletal and muscular system, including muscle contractility and motor points, position and action of superficial muscles of face, throat and chest
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of skin
- principles and properties of electricity as they relate to advanced facial treatments
- basic nutrition and the relationship between nutrition and healthy skin, particularly foods which may have an effect on skin or which may be contraindicated in combination with relevant skin conditions or products used in a treatment procedure
- cosmetic chemistry/ingredients in relevant treatment products, particularly in regard to:
  - their likely effects on skin
  - toxic effects of various substances and their contribution to premature ageing
  - possible contraindications in combination with other products or circumstances
- operator's legal and insurance liabilities and responsibilities in regard to services and use and preparation of treatment products
- causes of skin reactions and allergies in regard to treatments.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting a treatment plan and making any adjustments required by variations in the client's condition
- safely and effectively sequencing and applying a range of facial treatments, procedures, products and electrical equipment, as listed in the range statement and applied across a range of clients with different treatment needs
- selecting and applying a variety of treatment products, electrical equipment and massage mediums
- using time effectively and controlling product waste
- evaluating facial treatment and advising client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstations
  - adjustable facial couch with safe working access for operator and equipment
  - magnifying lamp
  - facial steamer or vapourzone
  - direct high frequency
  - micro current
  - brush machine
  - facial massage products from a professional

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range
    - home-care treatments product range
    - apprppriate supply of towels
    - client gown or cover
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
    - manufacturer's equipment instructions
    - product instructions
    - manufacturer safety data sheets
    - workplace policies and procedures manuals
- a range of clients with different facial requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
    - preparing the client for facial treatment
    - applying products and equipment to treat mature seborrhoea
    - providing electrical post-treatment procedures
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of facial treatment procedures, including the application of infection control, electrical safety and treatment routines
- completion of workplace documentation relevant to providing facial treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS403A Recognise body structures and systems in a beauty therapy context

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- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS405A Develop treatment plans
- SIBBCCS407A Interpret the chemical composition and physical actions of cosmetic products
- SIBBCCS408A Promote healthy nutritional options in a beauty therapy context.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- required treatments
- outcomes of any previous treatments
- facial areas requiring special treatment
- routine and sequence of massage movements
- contraindications
- relevant medical history and medications
- products used
- tools and equipment
- duration and frequency of treatments
- after-care products and advice.

Variations to treatment plan may include:

- changes in client's physical condition
- changes in client requirements.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Products may include:

- cleansers
- exfoliants:
  - friction
  - biological
  - chemical
- setting masks
- non-setting masks

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- specialised masks
- toning lotions
- moisturisers
- oils
- serums.

Equipment must include:

- direct high frequency
- brush machine
- steamer or vapourzones
- magnifying lamp
- micro current
- galvanic.

Equipment may include:

- indirect high frequency
- low level intensity laser
- neuromuscular electronic stimulator or low frequency
- woods light.

Relevant legislation and codes may include:

- state or territory and local government health regulations
- state or territory Acts and local regulations relating to skin penetration
- occupational health and safety regulations
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene
- selection of face and skin care products
- performance of advanced facial treatments
- time frame allocated for service
- room temperature adjustment
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency.

Massage routine must include:

- rhythm
- repetition
- variation.

Treatment area may include:

- face
- décolletage

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	• back.
Minor skin conditions may include:	• open comedones • closed comedones • milia.
Premature ageing of skin may include:	• leathery, blotchy appearance • extensive, deep wrinkling • loss of elasticity • thickened epidermis.

Possible causes may include:	• sun damage
	• diet
	• environmental pollutants:
	  • tobacco
	  • alcohol
	• climatic conditions
	• lifestyle conditions.

Massage movements must include:	• effleurage • petrissage • tapotement • vibration.
Massage movements may include:	• Dr Jacquet • pressure points • superficial lymph drainage.
Direct current treatments must include:	• iontophoresis • disincrustation.
Serums may include:	• vasoconstrictive • anti-inflammatory.
High frequency treatments may include:	• direct • indirect.
Soothing products may include:	• masks • oils.
Client feedback may include:	• comments regarding level of satisfaction • suggestions • enquiries.
Adverse effects may include:	• erythema or inflammatory reaction to skin care products or massage medium • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products.
Future treatment program	• facial treatments

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may include:	• diathermy.
Home-care products may include:	• cleansers • toners • moisturisers • remedial products • sunscreens.

Lifestyle changes may include:	• improved:
	  • diet
	  • alcohol consumption
	  • tobacco consumption
	  • sun protection.

Unit Sector(s)

Beauty

Competency Field

Facial Services

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SIBBFAS404A Provide facial treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret a treatment plan and apply a range of facial treatments, including cleansing and preparing the face, and applying skin care products and manual massage routines.

Facial massage treatments always include manual massage routine. They may also include the application of a range of skin care products and be performed in response to a client consultation and assessment, conducted and recorded on a treatment plan. The massage treatment could be an individual massage treatment or form part of a series of facial treatments that have been designed to meet client requirements.

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Confirm treatment plan.	1.1 Access client's ***treatment plan.***
	1.2 Identify and note any ***variations to treatment plan***.
	1.3 Discuss and confirm the treatment plan with ***client***.
	1.4 Select ***treatment products*** according to agreed treatment plan, treatment product ingredients and manufacturer instructions.
2 Manage a facial massage service.	2.1 Prepare service area, operator and client for treatment according to ***relevant legislation and codes, workplace policies and procedures*** and treatment plan.
	2.2 Select and sequence ***massage routine*** according to client treatment plan.
	2.3 Use energy, water and other resources efficiently during treatment process to reduce negative environmental impacts.
	2.4 Safely dispose of all waste to minimise negative environmental impacts according to workplace procedures.
3 Cleanse skin.	3.1 Cleanse and exfoliate ***treatment areas*** according to agreed treatment plan.
	3.2 Perform ***skin steaming*** according to agreed treatment plan.
	3.3 Treat ***minor skin conditions*** according to treatment plan.
	3.4 Apply antibacterial or antiseptic lotions where required in treatment plan.
4 Perform massage.	4.1 Apply an appropriate ***massage medium*** according to treatment requirements.
	4.2 Adapt application of ***massage movements*** to suit elasticity of skin, degree of subcutaneous fat, treatment products and client's relaxation needs.
	4.3 Adapt length of the massage routine to suit client requirements.
5 Apply skin care products.	5.1 Select mask or ***mask***s according to agreed treatment plan.
	5.2 Apply and remove masks according to product manufacturer recommendations, relevant legislation and workplace policies

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		and procedures.
		5.3 Apply ***post-treatment skin care products*** according to the treatment plan.
6	Review treatment and provide post-treatment advice.	6.1 Evaluate and note ***outcomes of treatment***, make ***recommendations for further treatments*** and revise treatment plan accordingly.
		6.2 Advise client of suitable ***home-care products***, treatments and appropriate ***lifestyle changes***.
		6.3 Explain product use and demonstrate application as required.
		6.4 Explain possible ***adverse effects*** to client.
		6.5 Advise client of expected outcomes of future treatments.
		6.6 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - interpret treatment plans and adapt treatments to accommodate changes in client's physical conditions
  - apply a range of massage routines and movements to suit elasticity of skin, skin condition, degree of subcutaneous fat, treatment products and client's relaxation needs
  - apply a range of preparatory, skin care and massage products suitable to client's needs
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to read and apply relevant workplace documents and manufacturers' product information
- time-management skills to manage time throughout the treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations

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- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to the facial massage
- workplace environmental controls for cleaning and disposing of waste product and equipment
- appearance of contraindications and adverse effects
- effects and benefits of a defined range of skin care and facial treatment products
- factors likely to affect:
  - suitability of each treatment for client needs
  - effects and benefits of each step in facial massage
- anatomy and physiology of the skin and skin structures as they relate to facial massages, including:
  - simplified cross-section of skin
  - glands as they relate to basic skin function
  - skin chemicals, including sebum and sweat production:
    - normal and abnormal
    - collagen
    - elastin
    - lipids
  - phases of growth, cell renewal, healing of skin, and factors affecting epidermal mitosis
  - normal process of skin ageing and structural change
  - physiological basis of skin colour
  - electromagnetic spectrum and effect of light on skin
  - normal skin response to irritation and trauma
  - scars, including hypertrophic and keloid (their origin and evolution) and abnormal scar tissue
  - effects of treatments on physical structure of skin
  - trans-epidermal water loss
  - wound healing in different skin types and locations
  - percutaneous absorption and factors affecting penetration of cosmetics
  - normal body flora
- body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to skin, muscles and nerves, including:
  - skeletal and muscular system, including muscle contractility and motor points, position and action of superficial muscles of the face, throat and chest
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal control of skin
- basic nutrition guidelines and relationship between nutrition and healthy skin,

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particularly foods which may have an effect on skin or which may be contraindicated in combination with relevant skin conditions or products used in a treatment procedure
- chemical ingredients in relevant treatment products, particularly in regard to their likely effects on skin, the toxic effects of various substances and their contribution to premature ageing and possible contraindications in combination with other products or circumstances
- causes of skin reactions and allergies in regard to treatments.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting a treatment plan and making any adjustments required by variations in the client's condition
- recognising contraindications to facial massage
- preparing service area and clients for facial treatments
- applying and adapting safe and effective massage movements and routines to suit client requirements and reactions during treatments
- safely applying and removing selected facial treatment products used during treatment
- evaluating outcomes of facial massage treatments and advising client on future treatments.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstations

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- adjustable facial couch with safe working access for operator and equipment
- magnifying lamp
- facial steamer or vapourzone
- facial massage products from a professional range
- apprppriate supply of towels
- client gown or cover

- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different facial requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of Assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - selecting, applying and removing treatment products according to agreed treatment plan
  - applying massage movements according to client needs
  - evaluating treatment outcomes and recommending future treatments
  - discussing post-treatment care with client and recommending home-care products
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of providing facial treatments, including a knowledge of anatomy and physiology, health and hygiene, and infection control procedures
- completion of workplace documentation relevant to performing facial massage

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- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS301A Apply the principles of skin biology to beauty treatments
- SIBBCCS403A Recognise body structures and systems in a beauty therapy context
- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS405A Develop treatment plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- required treatments
- outcomes of any previous treatments
- facial areas requiring special treatment
- massage movements and routine
- contraindications
- relevant medical history and medications
- products
- tools and equipment
- post-treatment products
- home-care advice.

Variations to treatment plan may include:

- changes in client's physical condition
- changes to client requirements.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

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Treatment products may include:	• exfoliants:
	  • friction
	  • biological
	  • glycolic
	• toning lotions
	• moisturisers
	• cosmetic treatment ampoules.

Relevant legislation and codes may include:	• federal, state or territory, and local health and hygiene regulations • skin penetration legislation • occupational health and safety regulations • industry codes of practice.

Workplace policies and procedures may include:	• health and hygiene
	• selection of face and skin care products
	• performance of manual facial massage
	• time frame allocated for service
	• environmental protection practices, such as:
	  • waste minimisation
	  • recycling
	  • reuse
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency.

Massage routine must include:	• rhythm • repetition • variation.
Treatment areas may include:	• face • décolletage and shoulders • back.
Skin steaming must include:	• towel • vapourzone.
Minor skin conditions may include:	• open comedones • closed comedones • milia.
Massage medium may include:	• oils • creams.
Massage movements must include:	• effleurage • petrissage

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	• tapotement • vibration.
Massage movements may include:	• Dr Jacquet • pressure points.
Masks may include:	• setting • non-setting • specialised.
Post-treatment skin care products may include:	• astringent • moisturiser • sunblock.
Outcomes of treatment may include:	• appearance of skin • adverse effects.
Recommendations for further treatments may include:	• scheduling of treatments • electrical facial treatments • body treatments.
Home-care products may include:	• cleansers • toners • moisturisers • remedial products or specialised products.
Lifestyle changes may include:	• improved nutrition • improved sleeping patterns • sun protection • alcohol reduction • tobacco reduction.
Adverse effects may include:	• erythema arising from skin care products or massage medium • skin blemishes due to massage stimulation • allergic reactions of the skin or body to treatments or products • inflammatory reaction to treatment or product • psychological reactions of client to treatment or products • conditions that indicate client referral to a medical practitioner or complementary therapist.

Unit Sector(s)

Beauty

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Competency Field

Facial Services

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SIBBCCS408A Promote healthy nutritional options in a beauty therapy context

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the principles of nutrition, as based on healthy food and nutrition guidelines, when providing information to clients that will enhance the outcomes of beauty therapy treatments and clients' general wellbeing. This information is integrated at the operator's discretion, based on the outcomes of client consultation and as part of beauty therapy treatments.

Application of the Unit

This unit applies to beauty therapists promoting nutritional options as part of beauty therapy treatments offered in beauty salon and spa environments, and exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Identify the role of nutrition in beauty therapy treatments.	1.1 Identify and apply relevant principles of nutrition and their potential effects on the performance and outcomes of beauty therapy treatments to ***client service and advice*** according to ***relevant legislation*** and ***workplace policies and procedures***.
	1.2 Identify and apply ***nutrient needs and health problems across the lifespan*** to beauty therapy treatments.
	1.3 Identify role of food, nutrients and other important food substances in relation to the body's function.
2 Apply knowledge of the body's systems to beauty therapy treatments.	2.1 Identify main functions of the ***digestive system*** and apply to the design and performance of beauty therapy treatments.
	2.2 Identify major organs and the main functions of the ***excretory system*** and apply to the design and performance of beauty therapy treatments.
	2.3 Apply knowledge of body's systems to client health and treatment outcomes and provide advice or referral to ***appropriate professionals*** as required.
3 Provide advice on dietary guidelines.	3.1 Apply knowledge of nutritional needs to development of client treatment plan and to beauty therapy treatments.
	3.2 Assess ***nutritional requirements and dietary health problems*** in regard to client individual needs and refer to appropriate professionals as indicated.
	3.3 Promote ***healthy nutritional options*** and importance of nutrition to the outcomes of beauty therapy treatments in the provision of client advice.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal skills to respond to client needs
- technical skills to relate knowledge of nutrition to the practice of beauty therapy treatments
- literacy skills to source, read, comprehend and apply relevant information on

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healthy diet pyramid
- communication skills to provide basic nutritional information to enhance treatment outcomes and after care.

Required knowledge

The following knowledge must be assessed as part of this unit:

- basic knowledge of body systems
- basic knowledge of nutrition principles
- nutritional composition of food
- relevant health and hygiene regulations and requirements and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to beauty therapy treatments
- appearance and management of contraindications and adverse effects
- nutrition in regard to beauty therapy treatment procedures, including:
  - relevant principles of nutrition
  - role of food, nutrients and other food substances
  - main functions of digestive system
  - main organs and functions of excretory system
  - dietary health problems
  - role and limitations of beauty therapists in providing nutritional advice to clients.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying relevant workplace policies and procedures • applying principles of nutrition in a range of beauty therapy treatments • evaluating client requirements and advising on nutritional options, home care and complementary products • accurately and legibly recording relevant data.
Context of and specific resources for assessment	Assessment must ensure: • that competency is consistently demonstrated over a period of time and observed by the assessor or the

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technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- research materials and facilities
- texts and online resources
- promotional material on the healthy diet pyramid
- relevant workplace documentation including:
  - workplace policies and procedures manuals
- a range of clients with varying nutritional requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - developing a client treatment plan taking into account nutritional factors that impact on treatment outcomes
  - providing basic nutritional advice to clients
  - referring clients to relevant other professionals where indicated
- case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of nutrition in relation to beauty treatments, including post-treatment care and relevant legislation
- completion of workplace documentation relevant to the provision of beauty therapy treatments
- third-party reports from experienced beauty professionals in the workplace
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

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Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS405A Develop treatment plans
- SIBBFAS405A Provide advanced facial treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Client service and advice may include:

- routine or special needs of new or regular clients
- general nutritional advice
- specific advice relating to individual service.

Relevant legislation may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- comfort and privacy
- designated time frames for completion of the service
- quality assurance.

Nutrient needs and health problems across the lifespan may include:

- stage of lifespan:
  - prenatal
  - infancy
  - childhood
  - adolescence
  - adulthood
  - menopause
  - late adulthood
- nutrient needs of different population groups
- energy requirements
- common diet-related health problems

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	• role of nutrients in managing ideal weight.

Digestive system must include:	• organs of gastrointestinal tract:
	  • mouth
	  • oesophagus
	  • stomach
	  • small intestine
	  • large intestine
	  • rectum
	  • anus
	  • salivary glands
	  • pancreas
	  • gall bladder
	  • liver
	• functions of digestive system:
	  • mechanical and chemical digestive process
	  • common disorders of digestive system
	• nutrients:
	  • proteins
	  • carbohydrates
	  • fats (lipids)
	  • vitamins
	  • minerals
	  • water
	  • fibre
	  • cholesterol.

Excretory system must include:	• organs of excretory system:
	  • kidneys
	  • liver
	  • lungs
	  • skin.

Appropriate professionals may include:	• medical practitioner • complementary therapist • nutritionist • dietician.
Nutritional requirements and dietary health problems may include:	• healthy food and nutrition guidelines for Australians • guidelines for specific nutrients, e.g. foods containing calcium • recommended dietary intakes • healthy eating pyramid

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- obesity and heart disease
- weight management
- eating disorders.

Healthy nutritional options may include:

- general or specific advice to client
- macro-nutrients:
  - proteins
  - carbohydrates
  - fats
  - dietary fibre
  - water
- advice on weight management.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS407A Interpret the chemical composition and physical actions of cosmetic products

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to interpret the cosmetic chemistry and physical actions of products in order to offer accurate advice and achieve positive treatment outcomes for clients in beauty therapy treatments.

Application of the Unit

Cosmetic products are selected and used in the design and application of hand and foot treatments, facial treatments and body treatments in order to achieve agreed treatment outcomes.

This unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Apply knowledge of cosmetic chemistry to beauty therapy treatments.	1.1 Identify relevant ***concepts of cosmetic chemistry*** and apply to the design and performance of beauty therapy treatments according to ***relevant legislation*** and ***workplace policies and procedures***.
	1.2 Assess range of ***organic chemistry*** and relate to beauty therapy treatments.
	1.3 Relate ***percutaneous absorption*** and role of the skin in acting as a barrier while allowing the passage of chemicals used in beauty therapy treatments.
2 Apply knowledge of cosmetic products to beauty therapy treatments.	2.1 Assess the function of chemical formulations from range of ***cosmetic emulsions*** in relation to action on the skin.
	2.2 Assess formulation, function and action of range of ***cosmetic ingredients*** in relation to action on the skin.
	2.3 Assess formulation of ***range of beauty therapy products*** in relation to purpose and action on the skin.
	2.4 Assess environmental impact of ingredients in range of beauty therapy products.
	2.5 Identify ***contraindications*** to the use of some products as they relate to client health and treatment outcomes.
3 Select products to complement beauty therapy treatments.	3.1 Apply knowledge of cosmetic chemistry to beauty therapy treatments to maximise positive outcomes.
	3.2 Recognise skin problems or requirements and select cosmetic products based on product formulation, function and action to complement range of beauty therapy treatments.
	3.3 Apply the relevant principles of cosmetic chemistry in ***provision of post-treatment care and advice***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - apply cosmetic chemistry knowledge to the design and performance of beauty

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therapy treatments
    - respond to a range of situations involving use of cosmetic chemicals
    - identify client characteristics, and recommend and perform a service, including:
        - preparation of service area
        - preparation of products and equipment
        - preparation of client
- literacy skills to source, read, comprehend and apply relevant information to evaluate potential chemical and physical actions of cosmetic products when designing beauty treatments
- communication skills to translate information on actions of products and treatments when providing advice, responding to questions, and providing information and reassurance to clients on beauty therapy treatments or home-care products.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant occupational health and safety regulations and requirements
- principles of cosmetic chemistry as they relate to beauty therapy treatments
- workplace policies and procedures in regard to beauty therapy treatments
- cosmetic chemistry in relation to beauty therapy treatments and procedures, including:
    - chemical concepts for cosmetic products and skin treatments
    - range of organic chemistry applicable to cosmetic chemistry
    - percutaneous absorption
    - chemical formulation of range of cosmetic emulsions in relation to function on skin
    - formulation and functions of basic compositions of facial masks and make-up
    - formulation, function and action of cosmetic ingredients on skin
    - impact of cosmetic ingredients on environment
    - formulation and function of facial peels and exfoliants
    - provision of post-treatment care and advice
- workplace product, treatment and equipment range, and manufacturer instructions and material safety data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence

Evidence of the following is essential:

- applying the principles of cosmetic chemistry in

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required to demonstrate competency in this unit

beauty therapy treatments, including:

- chemical concepts for cosmetic products and skin treatments
- range of organic chemistry applicable to cosmetic chemistry
- percutaneous absorption
- chemical formulation of range of cosmetic emulsions in relation to their function on skin
- formulation and functions of basic compositions of facial masks and make-up
- formulation, function and action of cosmetic ingredients on skin
- formulation and function of facial peels and exfoliants
- provision of post-treatment care and advice

- applying a range of beauty therapy treatments, using a variety of techniques and procedures involving cosmetic products
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- text and online resources
- treatment products from a professional range
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different beauty treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

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Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - identifying the concepts of cosmetic chemistry and developing and maintaining safe work practices
  - relating principles of cosmetic chemistry to a variety of treatment processes, according to client and safety requirements
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the application of cosmetic chemistry to the performance of beauty therapy treatments, including after-care advice and relevant legislation
- completion of workplace documentation relevant to beauty therapy treatments
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBCCS301A Apply the principles of skin biology to beauty treatments
- SIBBCCS404A Work in a skin therapies framework
- SIBBCCS405A Develop treatment plans
- SIBBFAS405A Provide advanced facial treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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Concepts of cosmetic chemistry may include:	• atoms • bonds • ions • molecules • chemical compounds • matter • chemical change • neutralisation and buffering • organic chemistry • chemical reactions • acids and bases and their effect on human health.
Relevant legislation may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety.
Workplace policies and procedures may include:	• health and hygiene • comfort and privacy • designated time frames for the completion of service • quality assurance.

Organic chemistry may include:	• carbon structures
	• bonds between carbon structures
	• saturated and unsaturated bonds
	• types of organic chemicals
	• major skin chemicals
	• proteins
	• soluble and insoluble proteins
	• lipids:
	  • non-saponifiable
	  • saponifiable
	• common fatty acids
	• complex lipids:
	  • phospholipids
	  • sphingolipids.

Percutaneous absorption may include:	• skin as a barrier • skin and the percutaneous absorption process • absorption pathways • rates of penetration • use of vehicles or carriers • measuring percutaneous absorption • bioavailability and biological activity • therapeutic

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- cosmetic
- actions of cosmeceutical products.

Cosmetic emulsions may include:

- types of emulsions:
  - simple emulsions
  - complex emulsions
  - micro-emulsions
  - surfactants
- moisturisers
- types of humectants, including:
  - glycerol
  - sorbitol
  - urea
  - proteins
  - natural moisturising factor (NMF)
  - glycosaminoglycans (GAGs)
- occludents:
  - hydrocarbons
  - lipids
  - non-organic oils
- emollients
- anti-oxidants.

Cosmetic ingredients may include:

- liposomes
- liposome structure
- types of liposomes:
  - unilaminate
  - multilaminate
- uses of liposomes
- oils
- semisolid emollients
- polyethylene glycols (PEGs)
- waxes
- surfactants
- thickeners.

Range of beauty therapy products may include:

- types of face masks:
  - wax-based
  - rubber-based
  - hydrocolloid-based
  - earth-based
  - vinyl
  - protein

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- fruit and vegetable preparations
- facial and body powders:
  - slip powders
  - covering powders
  - absorbency powders
- lipsticks:
  - solvents
  - waxes
  - emollients and waterproofing agents
  - dispersant agents
  - perfumes
  - colours
- eye make-up:
  - block mascara made from wax, soap, and pigment
  - cream mascara made from pigment, cold cream or a vanishing cream base
  - liquid mascara made from alcohol and resin solutions
- eyeshadows and eyeliners:
  - anhydrous creams
  - oil/water
  - wax crayon
  - pressed powders
  - liquid suspensions made from pigment dispersion in oil, gum or alcohol
- colour in cosmetics:
  - pigment
  - dyes
  - lakes
- colour interaction
- colour regulation
- colour codes.

Contraindications may include:

- manufacturers' product-specific contraindications based on:
  - skin type
  - skin conditions
  - skin disorders
- known allergic reactions.

Provision of post-treatment

- lifestyle changes:

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care and advice may include:

- sun protection
- skin care
- effects of nutrition on skin and hair
- product advice
- advice on further services.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS406A Use electricity in beauty therapy treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely apply direct and alternating electrical currents in beauty therapy treatments.

Application of the Unit

This unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

The use of electrical currents is subject to a treatment plan and may be applied in body treatments, facial treatments, diathermy or electrolysis as a single treatment or part of a series of treatments.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Apply knowledge of electricity to beauty therapy treatments.	1.1 Identify the ***properties of electrical currents and the forms in which they are used*** in the ***beauty therapy treatments*** according to ***relevant legislation*** and workplace policies and procedures.
	1.2 Identify relevant ***principles of static electricity*** and potential effects on the beauty therapy treatments and take ***preventive measures.***
	1.3 Identify and address ***safety considerations*** when using electrical equipment in beauty treatments.
	1.4 Identify common causes and effects of ***short circuits*** and regularly check equipment for deterioration, damage, wear or incorrect wiring procedures.
	1.5 Avoid ***overloaded circuits*** and their effects by monitoring or restricting the use of power boards, where multiple appliances are connected to the same power board.
	1.6 Use ***electrical safety devices*** to maintain occupational health and safety and protect sensitive equipment.
2 Perform beauty therapy treatments using direct and alternating current appliances.	2.1 Identify the ***principles and processes of direct alternating current*** and relate these to the design and performance of beauty therapy treatments.
	2.2 Identify ***applications for galvanic direct current and alternating current treatments*** and relate to treatment in a manner that maximises client comfort, and client and own safety.
	2.3 Follow occupational health and safety requirements and manufacturers' safety data to maintain operator and client safety and protect sensitive equipment.
3 Perform beauty therapy treatments using electrical muscle stimulation and micro current equipment.	3.1 Identify and relate the ***principles and processes of electrical muscle stimulation and micro current treatments*** to the design and performance of beauty therapy treatments.
	3.2 Identify major applications for electrical muscle stimulation and micro current, and relate these to the design and performance of treatment to maximise client comfort, and client and own safety.
	3.3 Follow occupational health and safety requirements and manufacturers' safety data to maintain operator and client safety and protect sensitive equipment.
4 Promote electrical	4.1 Observe ***correct operation of electrical equipment***

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safety.	according to manufacturer user manual and safety data for equipment. 4.2 Apply ***appropriate safety procedures*** and report faulty equipment to ***relevant personnel***. 4.3 Identify preventive measures and check equipment for wear or deterioration. 4.4 Avoid overloading circuits and recognise and attend to warning signs. 4.5 Store electrical equipment to minimise risk of damage or fire due to static charges.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to risk situations that may cause short circuits or overloaded circuits
  - integrate the use of electrical equipment into the planning and performance of beauty therapy treatments
- literacy skills to source, read, comprehend and apply:
  - relevant manufacturers' operating instructions and safety data sheets
  - relevant regulations and workplace safety procedures regarding the safe use and maintenance of electrical equipment
- communication skills to report electrical safety problems and equipment faults.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations and requirements and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- principles of electricity as they relate to beauty therapy treatments
- workplace policies and procedures in regard to beauty therapy treatments using electrical equipment
- use of electrical equipment in relation to beauty therapy treatments and procedures, including:
  - environmental impact
  - correct operation of electrical equipment

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    - safe use of electrical appliances
    - care and temperature control of equipment
    - taking preventive measures as required
- workplace electrical equipment range and manufacturer instructions and material safety data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant workplace policies and procedures
- applying safe work practices and safe use of products and electrical equipment, including use of preventive measures, according to manufacturer safety manuals and occupational health and safety regulations and requirements
- applying principles of electricity as they apply to beauty therapy treatments
- applying a range of beauty therapy treatments, using a variety of techniques and procedures involving direct and alternating currents and light therapies
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum access to:
    - applications for direct and alternating current treatments

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- micro currents
- low level intensity laser

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - identifying principles of electricity and developing and maintaining safe work practices
  - relating a variety of treatment processes and electrical equipment to beauty therapy treatments according to client and safety requirements
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of beauty treatments using electrical equipment, including home-care advice and relevant legislation
- completion of workplace documentation relevant to use of electrical equipment
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS402A Provide body treatments
- SIBBFAS405A Provide advanced facial treatments
- SIBBHRS504A Provide electrolysis treatments

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- SIBBSKS503A Provide diathermy treatments
- SIBBSKS504A Design and perform cosmetic tattooing.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Properties of electrical currents and the forms in which they are used may include:

- atomic theory
- bonding
- electrical circuits
- use of electrical frequencies:
  - warming of muscles
  - muscle contraction
  - warming of other tissues
  - cleansing
  - infusion of products into the stratum corneum
- energy
- electrical supply
- static electricity
- direct current
- alternating current
- low intensity laser.

Beauty therapy treatments may include:

- body treatments
- advanced facial treatments
- diathermy treatments
- electrolysis treatments.

Relevant legislation may include:

- health and hygiene
- therapeutic goods regulations
- electrical safety.

Principles of static electricity must include:

- causes of static electricity generation
- client discomfort caused by electrostatic shock
- damage to micro-electronic equipment
- ignition of flammable gas or substances e.g. methylated spirits, acetone or turpentine
- attraction of dust particles.

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Preventive measures must include:	• familiarity with correct operation of equipment • equipment adjusted to minimal levels prior to use • recognition of danger signs • switching off and disconnecting appliances from mains supply prior to investigating an electrical fault • electrical safety devices • safe work practices • selection of floor coverings, materials and clothing that minimise the generation of static electricity.
Safety considerations must include:	• effects of electrocution • factors affecting severity of electrical shock • contingency plans and emergency procedures.
Short circuits may include:	• faulty equipment and/or insulation • current that bypasses the load.
Overloaded circuits may include:	• faulty equipment • excessive current through a circuit.

Electrical safety devices may include:	• overload cut out devices:
	  • circuit breakers
	  • fuses
	• earth leakage circuit breakers
	• surge protectors.

Principles and processes of direct and alternating current may include:	• electrical energy and electron movement • electrolytic process • thermal effect • electrodes • frequency ranges • capacitance.
Applications for galvanic direct current and alternating current treatments may include:	• iontophoresis - cataphoresis and anaphoresis • disincrustation • electrolysis • diathermy • blending currents for hair reduction • thermolysis • direct and indirect high frequency.

Principles and processes of electrical muscle stimulation and micro current treatments may include:	• muscle contraction
	• stimulation of nerves
	• alternating current treatment
	• light therapies:
	  • electro-magnetic spectrum
	  • infra-red radiation

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	• ultraviolet radiation • lower intensity laser therapy.
Correct operation of electrical equipment may include:	• precautions to be observed when using electrical equipment • regular checking and maintenance of electrical equipment.
Appropriate safety procedures may include:	• monitoring equipment for abnormal behaviour • recognising signs of electrical equipment damage • reporting faults • isolating accidents.
Relevant personnel may include:	• supervisor • salon owner • more experienced operator • safety officer.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS405A Develop treatment plans

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to consult with clients and develop a treatment plan for single or multiple treatment sessions for one or more services.

Application of the Unit

This unit describes a practice that is related to all beauty therapy and spa treatments as it provides the basis for interpreting information gained via consultation and observation to assess client treatment needs and develop a treatment plan, which may involve more than one treatment or service.

The unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Determine client requirements.	1.1 Obtain ***relevant information*** from ***client*** to determine ***expectations and requirements***.
	1.2 Actively encourage and respond to ***client feedback***.
	1.3 Evaluate ***client needs*** to inform the provision of advice and recommend ***products*** and ***services***.
2 Analyse client characteristics.	2.1 Identify ***client characteristics, skin type*** and ***skin condition***.
	2.2 Identify ***client relevant medical history***.
	2.3 Discuss and evaluate ***client lifestyle*** to determine current client requirements and future treatment recommendations.
	2.4 Advise client of any possible ***physical effects*** of treatment and ***home care*** as required.
	2.5 Record ***client history card*** and assessment details.
3 Identify contraindications.	3.1 Identify ***contraindications*** relevant to treatment, discuss with client and refer to an ***appropriate professional*** where required.
	3.2 Assess and discuss ***options or limitations*** for future treatments according to client characteristics and contraindications.
	3.3 Ensure that where ***medically-related contraindications*** are established, written medical approval is obtained by client prior to treatment as required.
4 Develop treatment plan.	4.1 Consider comparative negative environmental impacts of available products, equipment and services and plan to minimise these when designing treatments.
	4.2 Develop ***treatment plan*** for relevant treatment or treatments according to client analysis, known effects of treatments, ***relevant legislation and codes*** and ***workplace policies and procedure***s.
	4.3 Inform client of estimated treatment time, frequency and cost according to workplace policies and procedures.
	4.4 Negotiate agreement with client on proposed treatment plan.

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4.5 Communicate home care and ***lifestyle change recommendations*** to client.

4.6 Record details of client treatment plan on ***workplace record system***.

4.7 Obtain client permission and a signed consent form where applicable.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - observe and recognise client characteristics, skin types and skin conditions
  - respond to contraindications and adverse effects of previous treatments
  - select and recommend treatments appropriate to needs and conditions of clients
- communication skills to:
  - ask questions and develop a relevant medical history of client
  - discuss client lifestyle and client needs
  - provide advice on physical effects of professional treatments
  - explain contraindications to treatment
  - suggest appropriate professionals where indicated
  - provide advice on home-care products
- literacy skills to:
  - read and apply product and treatment information
  - complete a client treatment plan
  - read and apply relevant workplace documents and manufacturers' safety data on electrical equipment
  - read, interpret and adjust treatment plans as appropriate
- numeracy skills to:
  - calculate the time and sequence required for proposed treatments
  - calculate the cost of proposed procedures according to workplace guidelines.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant legislation and workplace policies and procedures in regard to consultation with clients and assessment of client treatment requirements

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- available workplace product and treatment range relevant to the design of proposed treatments
- environmental impact of ingredients in relevant products and minimal impact practices to reduce these
- available workplace equipment range relevant to design of proposed treatments
- appearance of contraindications and adverse effects of previous treatments
- effects and benefits of a defined range of workplace skin care and treatment products
- factors likely to affect suitability of each workplace treatment to client needs and the effects and benefits of treatments
- operator's legal and insurance liabilities and responsibilities in regard to services and to the use and preparation of treatment products.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- applying workplace policies and procedures in regard to consultation with clients, assessment and recording of client treatment needs
- analysing client's face or body, identifying client requirements, and developing and recording a treatment plan, including:
  - relevant medical history and medications
  - review of previous treatments
  - skin analysis
  - contraindications
  - treatments to be undertaken
  - areas of the face or body requiring special treatment
  - range of appropriate treatment products, application techniques and equipment
  - range of appropriate treatment procedures
  - frequency and duration of treatment procedures
- selecting a variety of treatment routines and

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procedures
- using consultation time effectively
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstations
  - a range of professional beauty treatments and services
  - relevant text and online resources
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different product and treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting with clients to determine their needs and characteristics
  - identifying and managing contraindications
  - recommending and explaining treatment plans to clients

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  - developing and recording treatment plans
  - recommending home-care products
- case studies, and written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of developing treatment plans for beauty therapy treatment procedures, including maintaining privacy of client information
- completing beauty therapy workplace treatment planning documentation for a range of clients and services
- third-party reports from experienced technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS401A Perform body massage
- SIBBBOS402A Provide body treatments
- SIBBBOS403A Perform aromatherapy massage
- SIBBFAS404A Provide facial treatments
- SIBBFAS405A Provide advanced facial treatments
- SIBBHRS504A Provide electrolysis treatments
- SIBBSKS503A Provide diathermy treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant information may include:

- previous treatments
- outcomes of previous treatments
- required treatments
- physical attributes
- time constraints
- budgetary constraints.

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Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Expectations and requirements may include:	• relaxation • improved skin condition • improved muscle tone.
Client feedback may include:	• enquiries • suggestions • comments • requests.
Client needs may include:	• facial treatments • body treatments, including massage.
Products may include:	• remedial • oils • gels • massage lubricants.
Services may include:	• manual and electrical facial treatments • manual and electrical body treatments • massage • waxing • electrolysis.
Client characteristics may include:	• skin type • skin condition • body type.
Skin type must include:	• normal • dry • oily • combination.
Skin condition may include:	• sensitive • pigmented • damaged • mature • dehydrated • congested • couperose.
Client relevant medical history must include:	• existing medical conditions • previous medical conditions • medications.

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Client lifestyle may include:	• tobacco consumption • alcohol consumption • sleeping patterns • exercise routine • nutrition • climate • type of employment • hobbies.
Physical effects may include:	• temporary dizziness • temporary localised pain.
Home care may include:	• use of remedial products • infection control precautions.
Client history card may include:	• paper-based records • online client records.
Contraindications may include:	• bacterial, viral or fungal infections • scabies • boils and carbuncles • pigmentation disorders • hirsutism • disorders of ageing skin • sunburn • biological changes, including puberty, menopause, premature ageing, anorexia, anaemia, and pregnancy • moles and lesions • skin trauma • pacemakers and metal implants • heart conditions • circulatory disorders • other visible non-normal skin.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Options or limitations may include:	• alternative treatment recommendations • lifestyle recommendations • contraindications • medical conditions.
Medically related-contraindications may include:	• heart conditions • circulatory disorders • metal implants and pacemakers.
Treatment plan must include:	• treatments

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	• frequency and duration • products • techniques • tools and equipment • contraindications • relevant medical history and medications • outcomes of previous treatments.
Relevant legislation and codes may include:	• federal, state or territory, and local government health and hygiene regulations • occupational health and safety • skin penetration • privacy • industry codes of practice • standards of practice.
Workplace policies and procedures may include:	• privacy • confidentiality of client records • health and hygiene • workplace product range and manufacturer instructions • workplace time frame allocated for relevant service • pricing of relevant service.

Lifestyle change recommendations may include:	• benefits of improved:
	  • nutrition
	  • sleeping patterns
	  • sun protection
	  • alcohol reduction
	  • tobacco reduction
	  • exercise.

Workplace record system may include:	• paper-based records • online client record system.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBCCS403A Recognise body structures and systems in a beauty therapy context

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply an understanding of body structure, systems and terminology in the context of identifying and analysing client needs, performing beauty therapy treatments, and providing post-treatment service and advice.

Application of the Unit

This unit describes beauty therapy practice in beauty salons and spas and applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Apply knowledge of anatomical and physiological terminology to beauty therapy treatments.	1.1 Identify ***relevant anatomical and physiological terminology*** and apply to development of a treatment plan. 1.2 Apply relevant anatomical and physiological terminology to performance of beauty therapy treatment. 1.3 Apply relevant anatomical and physiological terminology in provision of post-treatment service and advice.
2 Apply knowledge of anatomy and physiology to beauty therapy treatments.	2.1 Identify and apply ***structural levels of organisation*** in the study of anatomy and physiology to development of ***treatment plan.*** 2.2 Apply relevant principles of structural levels of organisation in the study of anatomy and physiology to performance of ***beauty therapy treatment***. 2.3 Identify ***contraindications*** relevant to treatments, and occasions where referral to ***appropriate professionals*** is indicated. 2.4 Apply principles of anatomy and physiology as they relate to beauty therapy treatments in provision of ***after-care service and advice***.
3 Apply knowledge of the body's systems to beauty therapy treatments.	3.1 Identify ***relevant functions of the body's systems*** as they relate to beauty therapy treatments and apply to development of treatment plan. 3.2 Apply relevant principles of the body's systems to performance of ***beauty therapy treatment***. 3.3 Apply relevant principles of the body's systems to beauty therapy treatments in provision of post-treatment service and advice.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- literacy skills to source, read, comprehend and apply relevant information on anatomy and physiology of the human body in a beauty therapy service context
- communication skills to translate information on anatomy and physiology of the

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human body when providing advice, responding to questions, and providing information and reassurance to clients on beauty therapy services.

Required knowledge

The following knowledge must be assessed as part of this unit:

- terminology of anatomy and physiology as it relates to beauty treatments
- anatomy and physiology in relation to beauty therapy treatments, including:
  - structural levels of organisation in study of anatomy and physiology
  - functions of internal transportation systems of body
  - gas exchange that occurs within respiratory system
  - role of nervous system
  - role of skeletal system
  - role of muscular system
- the following body systems in regard to their interdependence and purpose in relation to a healthy body and their relationship to the skin, muscles and nerves:
  - skeletal and muscular, including muscle contractility and motor points
  - nervous system and its relationship to skin sensations
  - lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
  - endocrine and reproductive systems in relationship to hormonal influences on skin
- appearance and management of contraindications and adverse effects.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying knowledge of structure and functions of anatomy and physiology as they apply to beauty therapy treatments
- applying basic anatomical terminology to development of treatment plan, performance of beauty treatment and provision of post-treatment care and advice
- applying knowledge of principles of the body's systems as they apply to beauty therapy treatments
- applying knowledge of anatomy and physiology to:
  - analyse and identify client requirements and

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needs
    - develop and record treatment plan, including:
        - areas requiring special treatment
        - range of appropriate treatments and application of relevant techniques
        - review of previous treatments
- evaluating client requirements and advising client on future treatments, home care and complementary products
- accurately and legibly recording relevant data.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- text and online resources
- three-dimensional models
- a range of clients with different physical characteristics and treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
    - identifying client characteristics and developing a treatment plan according to client needs
    - performing a beauty therapy treatment according to client requirements
    - providing advice on home-care products according to client needs
- written and oral questioning appropriate to the

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language and literacy level of the learner, to assess knowledge and understanding of anatomy and physiology as they relate to planning and providing beauty therapy treatments, including home-care advice
- completion of workplace documentation relevant to the provision of beauty therapy treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBBOS401A Perform body massage
- SIBBBOS402A Provide body treatments
- SIBBBOS403A Perform aromatherapy massage
- SIBBCCS405A Develop treatment plans
- SIBBFAS404A Provide facial treatments
- SIBBFAS405A Provide advanced facial treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant anatomical and physiological terminology must include:

- cell structures
- cell functions, including movement of substances in and out of cells
- tissue types
- muscular systems:
  - gross and microscopic anatomy
  - functions
  - types and classifications
  - disorders of muscular systems
- nervous system:
  - functions

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- anatomy of nervous system
- nerves
- reflex arc
- disorders of nervous system

- skeletal system:
  - functions
  - types of bones
  - gross and microscopic anatomy
  - disorders of skeletal system
- circulatory system:
  - heart anatomy
  - functions
  - circulation pathways
  - blood vessels
  - blood
  - disorders of circulatory system
- respiratory system:
  - functions
  - anatomy
  - mechanics of breathing
  - disorders of respiratory system
- lymphatic system:
  - functions
  - anatomy
  - disorders of lymphatic system
- endocrine system:
  - functions
  - anatomy
  - disorders of endocrine system.

Structural levels of organisation may include:

- human cell
- human tissues
- body organs
- body systems.

Development of ***treatment plan*** must include:

- treatments
- frequency and duration
- products
- techniques
- tools and equipment
- contraindications
- relevant medical history and medications

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	• outcomes of previous treatments.

Beauty therapy treatment may include:	• hair reduction services, including:
	  • waxing
	  • permanent epilation
	  • light therapies
	• diathermy
	• cosmetic tattooing or micropigmentation
	• facial treatments
	• body treatments, including massage
	• upper body piercing
	• spa treatments
	• aromatic massage.

Contraindications may include disorders of the:	• skeletal system • muscular system • nervous system • circulatory system • respiratory system • lymphatic system • endocrine system • reproductive system.
Appropriate professional may include:	• medical practitioner • complementary therapist.
After-care service and advice may include:	• lifestyle changes • remedial products • further treatments.
Relevant functions of the body's systems may include:	• circulatory and lymphatic systems • respiratory system • nervous system • skeletal system • muscular system • reproductive system • endocrine system.
Performance of ***beauty therapy treatments*** may include:	• facial treatment • body treatment • superficial lymph drainage massage • diathermy.

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Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBBOS403A Perform aromatherapy massage

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform an aromatherapy massage using pre-blended aromatic plant oils. The therapist performing the aromatherapy massage treatment is required to interpret the treatment plan, explain the administration of the treatment to client and adapt the plan as required during the service in response to client reaction.

Aromatherapy massage is performed in response to client consultation and assessment, conducted to meet client objectives, and recorded on a treatment plan. It could be an individual aromatherapy massage treatment or form part of a series of treatments that have been designed to meet client requirements.

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

SIBBBOS401A Perform body massage

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for aromatherapy massage treatments.	1.1 Review client ***treatment plan.***
	1.2 Clearly explain ***contraindications*** to ***client*** and take ***necessary action***.
	1.3 Ensure advice offered to clients regarding medical follow-up of contraindications is offered tactfully and without reference to specific medical conditions.
	1.4 Explain ***effects and benefits*** of selected essential oils and pre-blended oils to client.
	1.5 Confirm ***treatment objectives*** and plan with client and ensure consent.
	1.6 Set up and monitor the service area to meet ***workplace requirements***.
2 Manage aromatherapy massage treatments.	2.1 Use energy, water and other resources efficiently during preparation and subsequent treatment process to reduce negative environmental impacts.
	2.2 Select ***pre-blended oils*** according to individual product specifications and treatment plan.
	2.3 Interpret and apply product specifications and workplace policies and procedures for ***care, handling and storage*** of pre-blended oils.
	2.4 Safely dispose of treatment waste to minimise negative environmental impacts.
	2.5 Drape client to sequentially expose the ***treatment area*** while ensuring client comfort and modesty.
3 Perform safe and effective aromatherapy massage.	3.1 Select and sequence the treatment routine according to client treatment plan.
	3.2 Apply and remove essential oils and pre-blended oils according to agreed treatment plan, workplace practice and product specifications.
	3.3 Apply ***massage movements*** and ***massage routine*** according to

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	agreed treatment plan.
	3.4 Vary the length of massage routine to suit treatment objectives and workplace time frames.
	3.5 Recognise ***reactions*** to treatment and ***respond*** if necessary.
4 Review treatment and provide post-treatment advice.	4.1 Obtain ***client feedback*** and record relevant ***outcomes of treatment***.
	4.2 Recommend ***future treatment program*** and revise treatment plan according to client needs.
	4.3 Explain potential ***post-treatment adverse effects*** to client.
	4.4 Provide ***home-care advice*** according to client needs.
	4.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - interpret treatment plan and adapt treatment to accommodate changes in client's physical condition
  - apply a defined range of massage movements and routines according to agreed treatment plan
  - apply a range of treatment products and pre-blended oils suitable to client's needs
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to:
  - read and apply relevant workplace documents and manufacturers' product information and safety data sheets
  - read, interpret and adjust treatment plans as appropriate
- time-management skills to manage time throughout treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- infection control procedures and application of universal precautions

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- workplace policies and procedures in regard to aromatherapy massage
- effects and benefits of a defined range of treatment products, essential oils and pre-blended oils
- anatomy and physiology of the skin and skin structures as they relate to aesthetic aromatic treatments, including percutaneous absorption and factors affecting penetration of essential oils and other aromatic treatment products
- contraindications and adverse effects
- ingredients in pre-mixed oils particularly in regard to their effects on the skin and possible contraindications in combination with other products or circumstances
- causes of skin reactions and allergies in regard to aromatic aesthetic treatments
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- confirming treatment plan and adapting treatment to accommodate changes in client's condition
- preparing massage area and client for aromatherapy massage treatments
- reading, interpreting and applying product specifications for pre-blended oils
- knowledge and skill in application of pre-blended oils along with a variety of massage routines and movements
- evaluating an aromatherapy massage treatment and advising client on future treatments, home care and complementary products
- accurately and legibly recording relevant data on client treatment plans.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by assessor or technical expert working in partnership with assessor as described in Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

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Assessment must ensure access to:

- a simulated environment, which includes as a minimum:
  - individual client workstations
  - adjustable massage table
  - apprppriate supply of towels
  - client gown
  - client cover
  - trolley
  - a range of pre-blended oils from a professional range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different aromatherapy treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observing learner performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - discussing variations to treatment plan with client
  - selecting and sequencing massage routines according to client's needs
  - handling and storing pre-blended oils according to workplace policies and procedures
  - providing post-treatment advice and making treatment recommendations to the client
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - effects and benefits of a defined range of treatment products and pre-blended oils
  - anatomy and physiology of the skin and skin

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structures as they relate to aesthetic aromatic treatments, including percutaneous absorption and factors affecting penetration of essential oils
    - appearance of contraindications and adverse effects
    - ingredients in relevant oils particularly in regard to likely effects on the skin and possible contraindications in combination with other oils or circumstances
    - causes of skin reactions and allergies in regard to aromatic aesthetic treatments
    - safe use of pre-blended oils
    - safe storage and handling of essential oils
- completion of workplace documentation relevant to providing aromatherapy massage services
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment incorporating other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS404A Work in a skin therapies framework.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- treatment duration
- products
- massage routine
- massage movements
- tools and equipment
- contraindications
- relevant medical history and medications
- outcomes of previous treatments.

Contraindications may include:

- infectious disease suggested by fever, lethargy and nausea until reviewed and cleared by a medical

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	practitioner
	• symptoms that do not have a logical explanation and should be referred to a medical practitioner, including:
	  • pain: local, sharp, dull, deep and surface
	  • extreme fatigue
	  • inflammation
	  • lumps and tissue changes
	  • severe oedema
	  • infection
	  • bleeding and bruising
	  • hot or cold extremes of body temperature
	• factors that may restrict treatment or require adaptation of the body massage, such as:
	  • skin trauma
	  • lesions
	  • rashes.

Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Necessary action may include:	• the following actions across a range of clients:
	  • encouraging client to seek medical advice
	  • explaining why service cannot be carried out
	  • modifying body massage service
	  • refusing unsuitable client.

Effects and benefits may include:	• relaxation • rejuvenation of skin • skin healing • muscular tension relief • improved sleeping pattern.
Treatment objectives may include:	• relaxation • rejuvenation of skin • skin healing • muscular tension relief • improved sleeping pattern.
Workplace requirements may include:	• health and hygiene • service area and product set-up • environmental control.

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Pre-blended oils may include:	• combinations of the following oils:
	  • lavender
	  • juniper
	  • chamomile
	  • rosemary
	  • eucalyptus
	  • geranium
	  • citrus: lemon, lime, mandarin, grapefruit and tangerine
	  • melaleuca, tea tree, cajuput and niaouli
	  • frankincense
	  • rose
	  • sandalwood
	  • clary sage.

Care, handling and storage may include:	• clear and accurate labelling • decanting and resealing • protection from light • temperature control.
Treatment area may include:	• torso • back • neck • décolletage • arms • legs.
Massage movements must include combination of movements designed to achieve client treatment objectives, and should be drawn from the following:	• passive soft tissue movement • gliding techniques • longitudinal stroking • kneading • soft tissue being mobilised with rhythmical circular rolling movements • friction techniques • compressive techniques • petrissage • superficial lymph drainage techniques.
Massage routine must include:	• rhythm • repetition • variation.
Reactions may include:	• pain or discomfort • verbal, tactile or visual feedback

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	• muscular spasms • allergy or reactions to body oils or treatments • skin blemishes due to massage stimulation • bruising • temperature discomfort • joint sounds • client relaxation • emotional release.
Responses may include:	• adjusting treatment accordingly • seeking appropriate expertise • discussing reaction with client • adhering to workplace guidelines for dealing with emergencies • accessing local emergency services.
Client feedback may include:	• comments • suggestions • enquiries.
Outcomes of treatment may include:	• client satisfaction • adverse effects.
Future treatment program may include:	• further body treatments • complementary treatments • number and frequency of future aromatherapy treatments • variation in type of pre-blended oils.
Post-treatment adverse effects may include:	• erythema or inflammation arising from pre-blended oils or treatment products • skin blemishes due to massage stimulation • nausea, headache, dizziness and drowsiness • allergic reactions of skin or body to treatment products.
Home-care advice may include:	• basic exercises • nutrition advice • rest.

Unit Sector(s)

Beauty

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Competency Field

Body Services

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SIBBBOS402A Provide body treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a range of body treatments using various combinations of manual massage with electrical currents, exfoliation or body wraps according to a treatment plan.

Body treatments are performed in response to a client consultation and assessment, conducted and recorded on a treatment plan. They involve the application of a combination of manual and other selected techniques which may include electrical currents, exfoliation and body wraps. This may involve a single treatment or a series of body treatments that have been designed to meet client requirements.

The therapist performing the body treatment may or may not have designed the treatment, but is expected to access and interpret a treatment plan, explain the administration of the treatment to the client and adapt as required during the service in response to client reaction.

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

SIBBBOS401A Perform body massage

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for body treatments.	1.1 Access and review client ***treatment plan***.
	1.2 Review and note ***contraindications*** resulting from changes to ***body condition*** and subsequent variations to treatment plan.
	1.3 Offer advice to ***client*** regarding medical follow-up of contraindications tactfully and without reference to specific medical conditions.
	1.4 Confirm ***treatment objectives*** and revised treatment plan with client and ensure consent.
	1.5 Set up and monitor service area to meet workplace requirements.
	1.6 Clean and maintain tools and equipment according to manufacturer instructions, workplace practice and health regulations.
	1.7 Use energy, water and other resources efficiently during preparation and subsequent treatment process to reduce negative environmental impacts.
	1.8 Explain ***factors that may prevent or restrict the treatment***.
2 Manage body treatments.	2.1 Explain ***mode of administration*** and management of treatment to client where required.
	2.2 Request client to monitor reactions and inform the operator as required.
	2.3 Drape client to sequentially expose the ***treatment area*** while ensuring client comfort and modesty at all times.
	2.4 Select ***body treatment products*** and ***electrical equipment*** according to treatment plan and treatment area.
	2.5 Recognise ***reactions*** to treatment and respond if necessary.
	2.6 Safely dispose of treatment waste to minimise negative environmental impacts.
3 Provide body	3.1 Ensure client is in a comfortable and relaxed position suitable for

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	treatments.	the treatment.
		3.2 Apply body treatment products according to agreed treatment plan and following manufacturer instructions.
		3.2 Apply body treatment products according to agreed treatment plan and following manufacturer instructions.
		3.3 Apply brush treatments to perform desquamation of the epidermis where indicated by treatment plan.
		3.4 Use direct current to perform iontophoresis of appropriate cellulite product to body parts according to manufacturer instructions and where indicated by treatment plan.
		3.5 Use low frequency current to assist dispersal of mild oedema and cellulite according to manufacturer instructions and where indicated by treatment plan.
		3.6 Select and apply ***equipment to stimulate circulation*** on the body or parts of the body according to manufacturer instructions and where indicated by treatment plan.
4	Review treatment and provide post-treatment advice.	4.1 Evaluate progress with client.
		4.2 Explain potential ***post-treatment adverse effects*** to client.
		4.3 Revise previous treatment and evaluate the need for ongoing or additional treatment.
		4.4 Negotiate ***future treatment program*** with client to ensure optimal outcomes.
		4.5 Provide ***home-care advice*** according to client needs.
		4.6 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - interpret treatment plan and identify and adjust to changes in client's condition
  - prepare client for treatment according to treatment plan and workplace procedures
  - ensure treatment is provided, according to the individual, the condition and the presence of complicating factors

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    - identify major bones and muscle groups through palpation
    - safely apply a defined range of electrical equipment and current levels according to agreed treatment plan
- communication skills to:
    - seek feedback and respond to questions
    - provide information and reassurance to client throughout the service
- literacy skills to:
    - read and apply relevant workplace documents and manufacturers' safety data sheets on electrical equipment
    - read, interpret and adjust treatment plans as appropriate
- time-management skills to manage time throughout the body treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions as they apply to the provision of a body treatment service
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- workplace policies and procedures in regard to manual and electrical body treatments
- appearance of contraindications and adverse effects
- factors likely to affect the suitability of each technique to client needs and the effects and benefits of each step in body treatments
- skeletal and muscular system, including:
    - awareness of postural and skeletal abnormalities
    - muscle contractility and motor points
    - position and action of superficial muscles of the body in relation to body massage, including deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, rectus abdominous, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, and tibialis anterior
- nervous system and its relationship to skin sensations
- lymphatic, digestive, respiratory, and circulatory systems and their relationship to skin function, including thermoregulation and homeostasis
- categories of massage, motor points and reflex points
- causes of skin reactions and allergies in regard to body treatments
- principles and properties of electricity as they relate to body treatments
- ethical and legal implications of the practice of massage.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting a treatment plan and making any adjustments required by variations in client's condition
- preparing the service area and clients for body treatments
- safely and effectively sequencing and applying body treatments, products and electrical equipment listed in range statement applied across a range of body treatment services
- using time effectively
- evaluating outcomes of body treatments and advising clients on future treatments
- accurately and legibly recording relevant data on client treatment plans.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by assessor or technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that the candidate demonstrates competency in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum access to:
  - individual client workstations
  - adjustable massage couch with safe working access for operator and equipment
  - electricity supply to each workstation
  - apprppriate supply of towels
  - client gown
  - client cover
  - trolley
  - magnifying lamp
  - direct and indirect current high frequency equipment

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- brush machine
- steamer or vapourzone
- a professional body treatments product range

- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different body treatment requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learner performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing clients for body treatments
  - applying a range of manual massage techniques according to the treatment plan
  - using body treatment products
  - applying a range of electrical equipment and current levels according to the treatment plan and client feedback
  - providing post-treatment advice and making treatment recommendations to the client
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - appearance of contraindications and adverse effects
  - factors likely to affect the suitability of each technique to client needs, and effects and benefits of each step in body treatment
  - anatomy and physiology of the body as they relate to the provision of body treatments
  - categories of massage, motor points and reflex points

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- classifications, benefits and application of range of massage movements described in range statement
- causes of skin reactions and allergies in regard to body treatments
- principles and properties of electricity as they relate to body treatments
- ethical and legal implications of the practice of body treatments

- completion of workplace documentation relevant to providing body treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS301A Apply the principles of skin biology to beauty treatments
- SIBBCCS404AWork in a skin therapies framework
- SIBBCCS405A Develop treatment plans
- SIBBCCS406A Use electricity in beauty therapy treatments.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- outcomes of previous treatments
- relevant medical history
- medications being used
- contraindications
- massage techniques, including types, frequency and duration of movements
- electrical treatments
- tools and equipment selected.

Contraindications may

- those which prevent body electrical treatment:

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include:

- contagious skin diseases
- dysfunction of nervous system
- heart diseases and disorders
- pacemakers
- cancer-related treatments
- recent scar tissue
- undiagnosed lumps
- inflammations and swellings
- medications that cause thinning or inflammation of skin

- those which restrict body electrical treatment:
  - diabetes
  - epilepsy
  - high or low blood pressure
  - history of thrombosis or embolism
  - metal pins or plates
  - pregnancy
  - piercings
  - anxiety
  - varicose veins
  - cuts
  - abrasions and bruises
  - recent dermabrasion or chemical peels
  - intense pulsed light (IPL) or laser and epilation.

Body condition may include:

- cellulite
- poor muscle tone
- sluggish circulation
- uneven skin texture.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Treatment objectives may include:

- improved skin and body condition
- improved contour and muscle condition.

Factors that may prevent or restrict the treatment may include:

- other medical treatment being undertaken
- pregnancy
- client's physical and psychological readiness or wellness
- cultural factors

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	• contraindications to treatment • planned post-massage activity.
Mode of administration may include:	• exposure of sections of the body • rotating of exposure around the body • use of oils and treatments • requirement for feedback and interaction • massage technique • variations in application intensity • requirements of specific positioning of client.
Treatment area must include:	• torso • back • neck • décolletage • arms • legs.
Body treatment products may include:	• exfoliants • nourishing creams.
Electrical equipment must include:	• high frequency - direct and indirect • brush machines • steamer or vapourzone • galvanic.
Electrical equipment may include:	• micro current • low level intensity laser • low frequency neuromuscular electronic stimulator • heat blanket • infra-red lamp • ultraviolet light • mechanical massager.
Reactions may include:	• pain or discomfort • verbal, tactile or visual feedback • muscular spasms • allergy or reactions to body oils or treatments • skin blemishes due to massage stimulation • bruising • temperature discomfort • joint sounds • client relaxation • emotional release.
Responses to reactions may include:	• adjusting treatment accordingly • seeking appropriate expertise • discussing reaction with client

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	• adhering to workplace guidelines for dealing with emergencies • accessing local emergency services.
Equipment to stimulate circulation may include:	• vapourzone • high frequency • infra-red light therapy • hydrotherapy • vibratory apparatus • gyratory apparatus.
Post-treatment adverse effects may include:	• erythema resulting from treatment, massage medium or skin care product • skin blemishes due to massage stimulation • bruising • allergic reactions of the skin or body to treatment or products • psychological reactions of client to the electrical current, treatment or product.
Future treatment program may include:	• further body treatments • complementary treatments.
Home-care advice may include:	• dietary habits • lifestyle advice.

Unit Sector(s)

Beauty

Competency Field

Body Services

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SIBBBOS401A Perform body massage

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a manual relaxation body massage treatment. It requires the ability to access and interpret a treatment plan, explain the administration of the treatment to the client, and adapt as required during the massage service in response to client reaction.

Body massage is performed in response to client consultation and assessment, which is then conducted and recorded on a treatment plan. It could be an individual massage treatment or form part of a series of body treatments designed to meet client requirements.

The beauty therapist may perform a manual body massage as described in this unit, or this massage may form part of more complex body treatment services. These are described in:

- SIBBBOS402A Provide body treatments

Application of the Unit

This unit applies to beauty therapy salon or spa environments and to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for massage treatments.	1.1 Access and review client ***treatment plan***.
	1.2 Clearly explain ***contraindications*** to ***client*** and take ***necessary action***.
	1.3 Ensure advice offered to client regarding medical follow-up of contraindications is offered tactfully and without reference to specific medical conditions.
	1.4 Confirm revised treatment plan with client and ensure consent.
	1.5 Set up and monitor service area to meet workplace requirements.
2 Manage massage treatments.	2.1 Use energy, water and other resources efficiently during preparation and subsequent treatment process to reduce negative environmental impacts.
	2.2 Explain ***mode of administration*** and treatment management to client where required.
	2.3 Request client to monitor reactions and inform operator as required.
	2.4 Drape client to sequentially expose ***treatment area*** while ensuring client comfort and modesty.
	2.5 Recognise ***reactions*** to treatment and ***respond*** if necessary.
	2.6 Safely dispose of treatment waste to minimise negative environmental impacts.
3 Apply safe and effective methods of body massage.	3.1 Apply ***massage medium*** and ***massage techniques*** according to agreed treatment plan.
	3.2 Ensure massage treatment is consistent with legislative and regulatory requirements.
	3.3 Monitor client response and vary ***treatment routine*** appropriately.
4 Review treatment and provide post-treatment	4.1 Allow sufficient treatment recovery time in a relaxing environment.
	4.2 Evaluate massage treatment with client.

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advice.	4.3 Identify and record effects of treatment on client treatment plan. 4.4 Review treatment plan and evaluate the need for ongoing or additional treatment. 4.5 Negotiate changes with client to ongoing plan to ensure optimal outcomes. 4.6 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - interpret treatment plans and identify and adjust to changes in client condition
  - prepare service area and client for treatment according to treatment plan and workplace practices
  - apply a defined range of massage movements and routines according to treatment plan
  - identify major bones and muscle groups through palpation
- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- literacy skills to:
  - read and apply relevant workplace documents
  - read and record outcomes on treatment plan
- time-management skills to manage time throughout the body massage treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- how to set up massage area for a massage
- relevant health and hygiene regulations and requirements
- infection control procedures and application of universal precautions as they apply to the provision of a body massage service
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- indications and contraindications for massage
- workplace practices in regard to body massage

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- factors likely to affect the suitability of each massage technique to client needs and the effects and benefits of each
- skeletal and muscular system, including:
  - awareness of postural and skeletal abnormalities
  - muscle contractility and motor points
  - position and action of superficial muscles of the body in relation to body massage, including deltoid, biceps, triceps, brachialis, trapezius, latissimus dorsi, serratus anterior, pectorals, rectus abdominous, obliques, gluteals, hamstrings, quadriceps, sartorius, adductors, gastrocnemius, soleus, and tibialis anterior
- articular system, classification of joints and types and ranges of motion
- nervous system and its relationship to skin sensations
- categories of massage, motor points and reflex points
- classifications, benefits and application of effleurage, petrissage, tapotement and vibratory massage movements
- ethical and legal implications of the practice of massage.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting treatment plan and making adjustments required by variations in client's condition
- preparing massage area and clients for body massage treatments
- applying and adapting massage movements and routines to suit client requirements and reactions during treatment
- demonstrating safe and effective application of required massage techniques listed in the range statement
- using time effectively
- evaluating body massage treatments and advising clients on future treatments
- accurately and legibly recording relevant data on client treatment plans.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by assessor or technical expert working in partnership with assessor as described

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in the Assessment Guidelines

- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations, which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstations
  - adjustable massage couch with safe working access for operator and equipment
  - relevant professional massage medium
  - appropriate supply of towels
  - client gown
  - client cover
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learner performing a range of tasks in the workplace or a simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing clients for body massage
  - applying a range of manual massage techniques according to agreed treatment plans
  - providing post-treatment advice and making treatment recommendations to clients
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - appearance of contraindications and adverse effects
  - factors likely to affect the suitability of each

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technique to client needs and the effects and benefits of each step in body massage
    - categories of massage, motor points and reflex points
    - classifications, benefits and application of range of massage movements described in range statement
    - ethical and legal implications of the practice of massage
- completion of workplace documentation relevant to providing body treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS403A Recognise body structures and systems in a beauty therapy context
- SIBBCCS405A Develop treatment plans.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Treatment plan must include:

- outcomes of previous treatments
- relevant medical history
- medications being used
- contraindications
- massage techniques, including types, frequency and duration of movements
- tools and equipment selected.

Contraindications may include:

- infectious disease suggested by fever, lethargy and nausea, until reviewed and cleared by a medical practitioner
- symptoms that do not have a logical explanation and should be referred to a medical practitioner, including:

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- pain: local, sharp, dull, deep and surface
- extreme fatigue
- inflammation
- lumps and tissue changes
- severe oedema
- infection
- bleeding and bruising
- hot or cold extremes of body temperature
- factors restricting treatment or that require adaptation of the body massage, such as:
  - pregnancy
  - skin trauma
  - lesions
  - rashes.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Necessary action may include:

- following actions for a range of clients:
  - encouraging client to seek medical advice
  - explaining why service cannot be carried out
  - modifying the body massage service
  - refusing an unsuitable client.

Mode of administration may include:

- exposure of sections of the body
- rotating of exposure around the body
- use of oils and treatments
- requirement for feedback and interaction
- massage technique
- variations in application intensity
- requirements of specific positioning of client.

Treatment area must include:

- torso
- back
- neck
- décolletage
- arms
- legs.

Reactions may include:

- pain or discomfort
- verbal, tactile or visual feedback
- muscular spasms
- allergy or reactions to body oils or treatments

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	• skin blemishes due to massage stimulation • bruising • temperature discomfort • joint sounds • client relaxation • emotional release.
Responses to reactions may include:	• adjusting treatment accordingly • seeking appropriate expertise • discussing reaction with client • adhering to workplace guidelines for dealing with emergencies • accessing local emergency services.
Massage medium may include:	• oil • cream • powder.
Massage techniques must include:	• passive joint movement techniques • passive soft tissue movement • gliding techniques • longitudinal stroking • kneading • friction techniques • compressive techniques • petrissage • stretching techniques • superficial lymphatic drainage techniques.
Treatment routine must include:	• rhythm • repetition • variation.

Unit Sector(s)

Beauty

Competency Field

Body Services

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SIBBSKS302A Apply cosmetic tanning products

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform cosmetic tanning treatments using cosmetic tanning products. It involves individual responsibility for selecting and applying cosmetic tanning products to achieve agreed outcomes, and safely applying them to achieve client's tanning requirements.

Application of the Unit

This unit applies to the full range of beauty salons, spas and sun tanning studios.

The service is provided in response to a customer brief to achieve a desired tanned effect on an area or areas of the body.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes of a unit of competency.	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Consult, plan and prepare for treatments with clients.	1.1 Use ***consultation techniques*** to determine and then record ***client*** requirements and describe the process in a manner that can be understood by the client. 1.2 Use questioning and observation to recognise and then clearly explain any ***contraindications*** to the client and take ***necessary action***. 1.3 Carry out a skin test to determine sensitivity to product and confirm colour preference where necessary. 1.4 Obtain informed and signed parent or guardian consent and ensure that a parent or guardian is present throughout cosmetic tanning process for minors. 1.5 Recommend alternative tanning treatments which are suitable for client's skin type and needs, when necessary. 1.6 Ensure that client's skin is clean and prepared to suit type of tanning product to be used. 1.7 Clean and disinfect tools, equipment and own hands to meet workplace standards and ***relevant health regulations***. 1.8 Select suitable ***equipment*** and ***products*** and set up the treatment area according to workplace practice and manufacturer instructions.
2 Maintain safe and effective methods of working when providing cosmetic treatments.	2.1 Wear ***suitable personal protective equipment*** according to workplace practice. 2.2 Prepare client and provide ***suitable protective covering*** according to workplace practice. 2.3 Ensure client modesty and privacy at all times and check client's wellbeing at regular intervals during treatments. 2.4 Minimise wastage of tanning product during application. 2.5 Safely dispose of treatment waste to minimise negative environmental impacts. 2.6 Ensure that treatment is completed within the workplace service time frame. 2.7 Complete treatment plan so that it is a current and accurate record, easy to read, and signed by the client and the practitioner. 2.8 Leave the work area and equipment in a clean and hygienic condition suitable for further cosmetic tanning treatments.
3 Apply cosmetic tan	3.1 Ensure exfoliation is carried out prior to tan application according to manufacturer instructions, and that the skin is left

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	products.	smooth and free from dry, flaky skin. 3.2 Apply moisturisers and barrier creams following manufacturer instructions to prevent overdevelopment of tanning products. 3.3 Test the pressure and operation of the spray gun prior to use, according to manufacturer instructions. 3.4 Use spray tanning techniques in a controlled way and at a correct distance from the body, applying product evenly, in the correct sequence to achieve desired effect. 3.5 Use techniques that minimise the risk of products being spread outside the treatment area and surrounding environment. 3.6 Identify and effectively correct any application problems that occur during the process. 3.7 Check for ***contra-actions during application*** and discontinue cosmetic tanning where necessary. 3.8 Ensure that finished tan application is an even coverage, completed in a commercial time frame to the client's satisfaction, and record service outcomes on client record.
4	Provide post-treatment advice.	4.1 Recommend suitable home-care products and their use. 4.2 Advise clients regarding possible ***post-treatment contra-actions*** and how to deal with them. 4.3 Recommend and book further follow-up treatments and finalise client record.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
  - seek feedback and respond to questions
  - provide information and reassurance to client throughout the service
- technical skills to:
  - conduct visual examination of the skin in the area to be treated
  - respond to local contraindications
  - provide post-treatment advice to clients
  - recognise and respond to contra-actions during the application process

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    - provide home-care advice to client
- self-management, time-management, planning and organising skills required to complete cosmetic tanning services within commercial time frames
- literacy skills to develop treatment plans and record treatment outcomes
- time-management skills to manage time throughout the cosmetic tanning treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- ingredients of tanning products, exfoliators and moisturisers
- effects of cosmetic tanning products on the skin
- types of cosmetic tanning products available and their advantages and disadvantages
- how to match product selection and its use, to skin type and client preference
- use and effects of tanning enhancers
- how and when to use tanning correctors
- how to clean, maintain and reassemble cosmetic tanning equipment and associated accessories
- types of problems that can occur with cosmetic tanning equipment and how to correct them
- meaning of psi (i.e. pounds per square inch)
- potential risks associated with the use of pressurised cosmetic tanning equipment
- importance of using equipment with a pressure gauge
- operator responsibility under relevant health and safety legislation and regulations
- age at which an individual is classed as a minor, according to relevant federal, state or territory legislation, and why minors must only be treated with informed and signed parental or guardian consent
- importance of pre- and post-treatment advice
- relevance and importance of clearly explaining possible contraindications and possible contra-actions to clients
- those contraindications listed in the range statement which may be present, and the reasons why they:
    - prevent a cosmetic tanning treatment
    - restrict a cosmetic tanning treatment
- how hypopigmentation and hyperpigmentation may affect cosmetic tanning
- contra-actions as listed in the range statement that may occur during or as a result of cosmetic tanning, and advice to give clients in these circumstances
- workplace service time frames for tanning treatments and why it is important to complete the service in the given time
- necessary environmental conditions for cosmetic treatments
- workplace and manufacturer requirements for:
    - setting up and maintaining the treatment area and equipment
    - equipment cleaning and disinfecting regimes
- correct and environmentally sound disposal methods for cosmetic tanning

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treatment waste, in particular for hazardous substances
- type of personal protective equipment that may be used by the client and the operator.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using questioning and visual examination to consult, prepare and plan cosmetic tanning services for a variety of clients
- following workplace procedures to consistently, safely and efficiently perform cosmetic tanning services that meet client requirements in commercial time constraints
- identifying contra-actions or other problems which may arise during or as a result of cosmetic tanning services, and taking necessary action to protect the comfort and safety of the client
- evaluating the outcomes of cosmetic tanning treatments and advising clients on future treatments, home care and complementary products
- cleaning, maintaining and reassembling spray equipment.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped simulated cosmetic tanning area, which must include as a minimum:
  - individual spray booth areas with filtered overspray ventilation

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

- a professional tanning products range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different tanning requirements.

For further information on an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - consulting with clients, performing visual examinations, and recommending products and services to achieve client tanning requirements
  - safely performing cosmetic tanning services to meet client tanning requirements
  - providing advice on home-care products and future treatments according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - safe practices
  - dealing with contra-actions
  - relevant spray booth and equipment cleaning and maintenance procedures
- completion of workplace documentation relevant to the provision of cosmetic tanning treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a

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trainer, or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Consultation techniques must include:	• questioning • visual examination • review of client records • providing advice.
Clients may include:	• adult or minor female clients • adult or minor male clients • clients from different cultural and religious backgrounds • clients with disabilities • new or regular clients with routine or special needs.

Contraindications may include:	• those which prevent cosmetic tanning treatments, such as:
	  • asthma
	  • contagious skin conditions
	• those which restrict treatments, such as:
	  • pigmentation disorders
	  • sunburn
	  • psoriasis
	  • eczema.

Necessary action may include:	• encouraging client to seek medical advice • explaining why treatment cannot be carried out • modifying treatment.
Relevant health regulations may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety regulations.

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Equipment must include:	• spray gun • compressor.
Products may include:	• tanning creams • tanning gels • cosmetic tan liquid • barrier creams • exfoliators • buffing mitts • moisturisers.
Suitable personal protective equipment may include:	• goggles • mask • powder-free nitrile or vinyl gloves • apron.
Suitable protective covering may include:	• protective cap • goggles • mask.
Contra-actions during application may include:	• skin irritation • swelling • burning • itching • watery eyes • coughing • fainting.
Post-treatment contra-actions may include:	• skin irritation • swelling • burning • itching • watery eyes • coughing • fainting.

Unit Sector(s)

Beauty

Competency Field

Skin Services

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SIBBHRS301A Perform waxing treatments

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to safely apply waxing treatments on the face and body, to reduce unwanted hair.

This is unit part of a suite of waxing units. Waxing services for intimate areas of the body are described in:

- SIBBHRS502A Perform female intimate waxing treatments
- SIBBHRS503A Perform male intimate waxing treatments.

Application of the Unit

This is a common service offered in most beauty salons, and is often performed when the client wishes to achieve instant temporary removal of hair on areas of the face or body.

The unit applies to beauty operators who perform a range of skilled operations, where some discretion and judgement is required in the selection of products, equipment, and contingency measures within commercial service time constraints.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for a waxing service.	1.1 Prepare service area, ***client*** and self according to ***relevant legislation*** and ***workplace policies and procedures***.
	1.2 Identify client requirements, characteristics and areas of skin or hair growth requiring special treatment, and recommend treatment plan.
	1.3 Identify and explain to client ***contraindications*** where present, and refer to an ***appropriate professional*** where indicated.
	1.4 Select ***procedure*** and ***products*** according to agreed treatment plan and confirm with client.
2 Perform waxing treatments.	2.1 Prepare and clean ***waxing treatment areas*** according to workplace procedures.
	2.2 Prepare, apply and remove wax according to manufacturer instructions, and workplace policies and procedures.
	2.3 Remove all unwanted hair according to confirmed treatment plan.
	2.4 Maintain recommended wax temperature throughout service according to manufacturer instructions.
	2.5 Apply ***soothing after-wax product*** according to client requirements and workplace practice.
	2.6 Safely dispose of waste hair and wax product, to minimise negative environmental impacts according to health regulations and workplace policies and procedures.
3 Review treatment and provide post-treatment advice.	3.1 Obtain client feedback and record relevant outcomes of treatment.
	3.2 Identify and explain any ***adverse effects*** to client, and treat where required.
	3.3 Recommend ***future treatment program*** according to client needs.
	3.4 Revise treatment plan as required.
	3.5 Provide ***home-care advice*** according to client needs.
	3.6 Make ***product recommendations*** according to client

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requirements.

3.7 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to local contraindications and adverse effects
  - identify client characteristics and recommend treatment
  - safely perform waxing services within commercial time frames
- literacy skills to:
  - read and interpret documents, such as manufacturer's product instructions, product safety data sheets and records of previous treatments
  - develop treatment plans and record treatment outcomes
- numeracy skills to:
  - manage product quantities and wax temperature
  - manage time effectively.

Required knowledge

The following knowledge must be assessed as part of this unit:

- operator responsibility under state or territory Acts and local regulations relevant to skin penetration, including:
  - modes of infectious disease transmission
  - difference between hygiene, disinfection and sterilisation
  - benefits of chemical and physical disinfection
  - methods of sterilisation and disinfection
  - infection control procedures
- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to depilatory wax treatments
- workplace environmental controls for cleaning and disposing of waste wax product and equipment
- appearance and management of contraindications and adverse effects
- relevant workplace procedures
- workplace product range and manufacturer instructions and safety data sheets

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- hair growth patterns
- effects of waxing and tweezing on hair
- growth cycle of hair and its relationship to waxing and tweezing
- normal skin response to irritation and trauma
- the following in regard to temporary hair removal treatments:
  - factors to take into account when referring a client to more lasting hair reduction services or to a medical practitioner
  - categories of wax and advantages of each
  - alternative progressive hair removal methods, e.g. infra-red and hair-retarding products used in conjunction with waxing procedures.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant health regulations and workplace procedures regarding safe waxing treatments
- safely disposing of waste hair and wax according to workplace environmental controls
- safely and hygenically applying hot wax and strip waxing treatment services on various areas of face and body
- evaluating outcomes of waxing treatments and advising clients on future treatments, home care and complementary products
- using time effectively and controlling product waste.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the assessment
- that competency is demonstrated in a simulated workplace environment in a range of real workplace situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped waxing treatment area, which

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includes as a minimum:

- individual client workstations
- adjustable treatment couch with equipment and operator safe working access at head, foot and each side
- stable wax pot bench area with electricity supply in each workstation
- magnifying lamp
- temperature controlled hot wax pot
- cold wax pot
- supply of disposable spatulas
- trolley
- supply of disposable towels
- client gown or cover
- professional range of depilatory wax products
- soothing after-treatment products from workplace range
- personal protective equipment, including disposable gloves

- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different waxing requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - identifying client characteristics and developing a treatment plan according to client's needs
  - preparing, applying and removing wax according to client requirements
  - disposing of used wax according to health

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regulations
    - providing advice on home-care products according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
    - safe practice
    - dealing with adverse outcomes
    - relevant infection control procedures
- completion of workplace documentation relevant to the provision of waxing treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from the trainer, workplace coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS301A Apply the principles of skin biology to beauty treatments
- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:	• male or female clients • new or regular clients with routine or special needs • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Relevant legislation may include:	• state or territory Acts and local regulations relevant to skin penetration • federal, state or territory, and local health and hygiene regulations • occupational health and safety regulations.
Workplace policies and	• health and hygiene

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procedures may include:	• comfort and privacy
	• designated time frames for the completion of service
	• environmental protection practices, such as:
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency.

Treatment plan may include:	• required service • procedures • products • tools and equipment • follow-up treatments.
Contraindications may include:	• bacterial, viral or fungal infections • rashes • skin trauma • impetigo • scabies • lice • acne • sunburn • scar tissue and lesions • varicose veins • recent scars • medications that cause skin thinning • hypertrophic and keloid tendency • other visible non-normal skin.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Procedures may include:	• waxing • bleaching • body hair clipping • tweezing, shaving, and using abrasive mitts.
Products must include:	• strip wax • hot wax.
Waxing treatment areas must include:	• legs • arm and underarm • lip • chin

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	• eyebrow • bikini.
Treatment areas may include:	• torso • feet • hands.
Soothing after-wax product may include:	• oil • cream • lotion.
Adverse effects may include:	• inflammation • spotting of skin • hive-like reactions • ingrown hairs • torn skin • bruising • broken capillaries • infection of hair follicle • burns • bleeding from follicles.
Future treatment program may include:	• number and frequency of future treatments • alternative hair reduction treatments.
Home-care advice may include:	• follow-up treatments • future prevention of ingrown hairs • prevention of infection.
Product recommendations may include:	• moisturiser • hair retardants • remedial products.

Unit Sector(s)

Beauty

Competency Field

Hair Reduction Services

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SIBBFAS303A Design and apply remedial camouflage make-up

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply remedial camouflage make-up products and techniques to disguise the appearance of particular special skin conditions based on an assessment of the facial and body areas requiring remedial camouflage. This is a cosmetic response to a number of conditions that have caused a visible alteration to the texture, colour and tone of the skin in a specific area of the face or body.

A cosmetic camouflage make-up treatment is custom designed and applied after client observation and consultation. It involves the use of specialised products and application techniques to cover and blend the treatment area to match the client's surrounding skin.

Application of the Unit

This unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client.	1.1 Gown and prepare ***client*** for service according to ***workplace procedures***.
	1.2 Identify suitable ***cleansing products*** for client's skin type and different areas of face or body.
	1.3 Thoroughly cleanse client's skin.
2 Analyse camouflage area.	2.1 Identify and record client characteristics and facial or body ***conditions requiring remedial camouflage make-up***.
	2.2 Identify ***contraindication***s, explain to client and refer to ***appropriate professional*** where required.
	2.3 Assess client's ***skin type and condition*** to determine appropriate product application techniques.
	2.4 Identify and record skin tone and maintain application of foundation or base to skin tone.
	2.5 Identify, negotiate and confirm ***remedial camouflage make-up plan*** with client.
3 Select and apply remedial camouflage.	3.1 Select suitable ***products, tools and equipment*** to achieve remedial camouflage make-up plan.
	3.2 Identify and apply correct usage and care of make-up tools and equipment according to manufacturer instructions.
	3.3 Apply products sequentially according to manufacturer instructions and pre-determined plan.
	3.4 Complete remedial camouflage treatments within workplace time frames and without product waste.
	3.5 Evaluate remedial camouflage application against client expectations, treatment plan and specified outcomes where possible.
	3.6 Record relevant outcomes of remedial camouflage treatment, and make recommendations for further treatments.
	3.7 Advise ***source of referral*** of treatment outcomes where required.

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		3.8 Explain procedures for removal of camouflage make-up to client.
4	Advise on further product use.	4.1 Advise client of suitable home-care products and treatments.
		4.2 Explain and demonstrate product use and application as required.
		4.3 Explain possible product reactions to client.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - analyse client requirements and design remedial camouflage make-up plans
  - safely apply products to achieve the remedial camouflage plans
  - respond to contraindications and adverse effects
- literacy skills to:
  - read and apply product and treatment information
  - complete client treatment plan
  - read and apply relevant workplace documents
- time-management skills to manage time throughout the treatment.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant state and local government health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to provision of remedial camouflage make-up services
- appearance of contraindications and adverse effects
- face and body shapes and their relationship to the elements and principles of design
- effect of changes created by specific make-up products and colour application techniques
- workplace range of camouflage products, including underlying colour tones and pigmentation coverage
- effects and benefits of defined range of workplace make-up products
- remedial camouflage services:
  - effects of natural and artificial lighting on cosmetics
  - colour design principles

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- colour wheel
- primary, secondary, complementary colours, and grey scale
- tonal value, hue and shade

- chemical ingredients and pigments in relevant make-up products and their effects on skin.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- analysing the treatment area and surrounding skin and designing a remedial camouflage plan, including:
  - facial and body areas requiring camouflage
  - selected products
  - product application techniques
- applying camouflage make-up products to face or body for a variety of contexts, including blemish covering, skin and blemish matching, birthmarks and scars
- evaluating remedial camouflage service and advising on and demonstrating methods of self-application to client
- using time effectively and controlling product waste
- accurately and legibly recording relevant data and reporting to sources of referral.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client

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interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstation
  - adjustable make-up chair
  - make-up lighting at each workstation
  - trolley
  - magnifying mirror
  - client gown or cover
  - apprppriate supply of small towels
  - disposable spatulas
  - tissues
  - professional skin care, camouflage make-up and general make-up range
  - retail skin care and camouflage make-up and general make-up range
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different camouflage make-up requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing and performing face cleansing procedures
  - developing a remedial camouflage plan with client
  - applying remedial camouflage products as identified in the client's make-up plan
  - evaluating outcomes and client satisfaction

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- demonstrating self-application to clients
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of relevant remedial camouflage techniques, including relevant legislation regarding hygiene and safety
- completion of workplace documentation relevant to the design and application of remedial camouflage make-up treatments
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXFAS201A Design and apply make-up.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Workplace procedures may include:

- health and hygiene
- workplace product range and manufacturer instructions
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal

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- water efficiency.

Cleansing products may include:

- soaps
- milks
- creams.

Conditions requiring remedial camouflage make-up may include:

- capillary naevus
- strawberry naevus
- spider naevus
- moles or pigmented naevi
- hypertrophic and keloid
- chloasma
- vitiligo
- leucoderma
- quiescent scar tissue
- rosacea
- psoriasis
- tattoos
- birthmarks
- scars.

Contraindications may include:

- bacterial, viral or fungal infections
- acne
- impetigo
- warts
- lice
- scabies
- rashes
- boils and carbuncles
- sunburn
- candidiasis
- other visible non-normal skin.

Appropriate professional may include:

- medical practitioner
- complementary therapist.

Skin types and conditions may include:

- normal
- dry
- combination
- sensitive
- mature
- pigmented
- colour
- tone.

Remedial camouflage

- camouflage techniques
- products

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make-up plan may include:	• tools and equipment • self-application techniques • context • blemish covering.

Products may include:	• pre make-up products and stabilisers/waterproof product
	• concealers
	• foundation:
	  • oil-based
	  • water-based, with varying degrees of pigmentation and coverage
	• powders
	• eyeshadows
	• blushes
	• mascaras
	• lipsticks
	• artificial lashes
	• pencils
	• prosthetics.

Tools and equipment may include:	• brushes • sponges • applicators • pallets • lash curlers • tweezers • magnifying mirror • containers and trays • pencil sharpeners • spatulas • make-up box.
Source of referral may include:	• physician • dermatologist • plastic or cosmetic surgeon • occupational therapist • social worker • manufacturer.

Unit Sector(s)

Beauty

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Competency Field

Facial Services

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SIBBCCS302A Advise on beauty services

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to advise clients on a range of beauty services. This unit describes the research and communication skills required to provide advice on beauty treatments and products that meet the needs of clients. This advice may lead to the operator providing beauty services or the referral of the client to another operator.

Application of the Unit

This unit describes the application of advice in nail salons, beauty salons and spa settings, in order to create a buying environment.

The unit applies to beauty therapists exercising judgement in planning and selecting appropriate products, services, equipment and techniques.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Develop product knowledge.	1.1 Develop and maintain knowledge of ***products***, and convey to other staff members as required.
	1.2 Develop knowledge of ***services and treatments***.
	1.3 Apply ***comparisons*** between treatments, and products and services.
	1.4 Demonstrate knowledge of competitors' product, service and treatment range and pricing structure.
	1.5 Identify workplace product, service and treatment range.
2 Identify and recommend beauty products and services.	2.1 Evaluate products and services and treatments according to type, environmental impact, ***client*** needs, characteristics and price range.
	2.2 Demonstrate features and benefits of products, services and treatments to clients to create a buying environment according to ***legal requirements.***
	2.3 Apply detailed specialised knowledge of products, services and treatments to advise clients.
	2.4 Explain and clearly demonstrate products, services and treatments where applicable.
	2.5 Consistently take opportunities to advise or demonstrate to clients who are unfamiliar with aspects of beauty products and services.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:

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    - identify client requirements and needs
    - provide product advice and demonstrate products or services where appropriate
- customer service skills to:
    - sell products and services
    - deal with clients in a culturally appropriate manner
- communication skills, including:
    - listening and questioning techniques
    - verbal and non-verbal communication skills
    - negotiation techniques
    - conflict resolution skills
    - problem-solving techniques
- planning and organising skills to gather and organise information to develop and maintain product and service knowledge
- literacy skills to research and analyse product information.

Required knowledge

The following knowledge must be assessed as part of this unit:

- workplace policies and procedures in regard to selling products and services
- effects and client benefits of a defined range of workplace beauty services and products
- environmental impact of a defined range of workplace beauty services and products
- manufacturers' listed contraindications for workplace product range
- factors likely to affect suitability of each workplace treatment to clients' needs
- causes of skin reactions or allergies in regard to treatments
- specialist product knowledge, including:
    - specialised products in workplace range
    - warranties (where applicable)
    - corresponding benefits of various products
    - shelf life and use-by date
    - storage requirements
    - basic ingredients or materials contained in products and their environmental impact
    - features and use of products
    - corresponding or complementary products and services
    - stock availability
    - ordering procedures.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying workplace policies and procedures and safe work practices in relation to advising on beauty services
- recognising and managing contraindications
- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- applying product knowledge, including comparisons between products, to offer advice to clients
- recommending products and services to clients, including the incorporation of detailed specialised product knowledge, and the ability to demonstrate products and services to provide advice to clients.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - products and services from a professional beauty treatments range
  - a retail beauty products range
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals, including workplace services and prices
- a range of clients with different beauty

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requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - describing a range of products to other staff members
  - explaining and demonstrating products and services to clients
  - providing advice on products and services according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of a range of beauty services, including products, services and treatment needs of clients
- completion of workplace documentation relevant to the provision of advice on beauty services
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS001A Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Products may include:

- nail care
- make-up
- skin care

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	• remedial • home care.

Services and treatments may include:	• manicures and pedicares
	• facial services
	• body services
	• hair reduction services:
	  • waxing
	  • electrolysis
	  • intense pulsed light (IPL) therapy
	  • laser.

Comparisons may include:	• treatment options • procedures and techniques • brand options • benefits and effects of various products • benefits and effects of service or treatment • projected outcomes • price • ingredients • possible adverse effects • contraindications.
Clients may include:	• new or regular clients with routine or special needs • female or male clients • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Legal requirements may include:	• federal, state or territory, and local health and hygiene regulations • skin penetration legislation • anti-discrimination legislation • consumer legislation.

Unit Sector(s)

Beauty

Competency Field

Client Services

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SIBBNLS207A Apply advanced nail art

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform advanced nail art techniques to apply decorative designs to nails.

Nail technicians combine their knowledge of acrylic and gel products and creative design skills to select and apply a range of advanced nail art techniques to achieve two-dimensional or three-dimensional (3-D) decorative nail designs.

Application of the Unit

This unit applies to advanced nail art products and techniques used during artificial nail applications offered in some nail salons and beauty salons.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to demonstrate

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essential outcomes of a unit of competency.	achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client.	1.1 Prepare service area, ***client*** and self according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Evaluate client needs and expectations to provide advice and recommendations for ***treatment plan***.
	1.3 Advise client of advantages and disadvantages of various advanced nail art services.
	1.4 Identify nail and skin condition and note areas of hands and nails requiring special treatment.
	1.5 Identify and explain ***contraindications*** and refer client to an ***appropriate professional*** where required.
	1.6 Select ***nail designs***, ***advanced nail art products*** and ***equipment*** according to treatment plan and confirm with client.
2 Apply advanced nail art products and techniques.	2.1 Prepare nails according to manufacturer instructions and treatment plan.
	2.2 Apply advanced nail art products and airbrush techniques sequentially to achieve planned design.
	2.3 Use ***personal protective equipment*** as required.
	2.4 Complete nail art service to satisfaction of client and according to workplace policies and procedures.
	2.5 Safely dispose of treatment waste to minimise negative environmental impacts.
	2.6 Evaluate finished result against treatment plan.
3 Review treatment and provide post-treatment advice.	3.1 Seek client feedback, assess satisfaction, and record relevant outcomes of service.
	3.2 Recommend future treatment program according to client needs.
	3.3 Revise treatment plan as required.
	3.4 Provide maintenance advice and make ***product recommendations*** according to client needs.
	3.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

The following skills must be assessed as part of this unit:

- communication skills to discuss nail and skin analysis and desired service outcome with client
- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - analyse client’s nails and plan design and colour outcomes
  - apply a selection of nail art mediums using advanced nail art techniques
  - maintain advanced nail art equipment
  - apply infection control procedures
- initiative and enterprise skills to evaluate service and advise clients on methods and procedures for home care and complementary products
- self-management skills to:
  - clean and maintain service area according to workplace policies and procedures designed to minimise negative environmental impact
  - dispose of waste materials in a manner that minimises negative environmental impact
- literacy skills to:
  - read and apply product information and safety data sheets
  - complete a treatment plan
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant occupational health and safety regulations and requirements
- workplace advanced nail art product and equipment range
- requirements of manufacturers' product and equipment safety data
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to nail art service
- principles of design in relation to selection and application of advanced nail art
- basic principles of colour selections and combinations
- maintenance, care and cleaning requirements for airbrushed nail art tools and equipment and service area
- environmentally safe methods of venting airbrush chemical fumes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the

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Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying safe work practices in regard to applying advanced nail art
- recognising and managing contraindications and adverse effects
- analysing clients' nails and planning and selecting:
  - finished design
  - colour combinations
  - type of advanced nail art product and equipment to be used
  - areas requiring corrective or remedial services
- applying a variety of advanced nail art techniques, products and mediums according to the nail art design
- effective time management and control of waste throughout service
- evaluating an advanced nail art service and advising client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped advanced nail art area, which includes as a minimum:
  - effective exhaust system for nail chemical fumes
  - manicure table
  - operator chair
  - client chair
  - nail table lamp
  - implement sanitising tray
  - hand and nail sanitiser at each table

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- desk mats
- desk lamp
- desk towels
- brushes
- electric file and engraving bit
- airbrush gun
- scissors
- tweezers
- marbiliser
- dotter.

- personal protective equipment, including disposable gloves
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different advanced nail art requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - developing nail designs
  - selecting advanced nail art products and equipment according to agreed treatment plan
  - safely applying advanced nail art products and equipment according to manufacturer instructions to create freehand and stencilled designs
  - disposing of waste according to policies and procedures
  - advising clients on maintenance requirements for decorated nails

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- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of providing advanced nail art services, including maintenance advice and relevant legislation
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS205A Apply nail art
- SIBBNLS206A Use electric file equipment for nails.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Relevant legislation and codes may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety legislation
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene
- workplace selection of advanced nail products
- workplace electrical equipment range and manufacturer instructions
- workplace time frame allocated for service
- methods of venting air
- temperature and air currents.

Treatment plan may include:

- nail designs
- selection of colours
- areas requiring special treatment

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	• products • tools and equipment • follow-up procedures.
Contraindications may include:	• bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Nail designs must include:	• stencilling • free form art designs • two or more colours • gel or acrylic colour design or art • mixed media (a minimum of four different mediums).
Nail designs may include:	• 3-D design both on top of nail and encased within nail • using both acrylic and mixed media.
Advanced nail art products may include:	• coloured gel art products • embedded acrylic art products • acrylic colour and glitter products • coloured nail tips • glass clear tips • pre-designed nail art tips • coloured monomer • art paints and art polish • art pens or stripers • Mylar (various sizes) • crushed shell • glitters (various sizes and shapes) • micro beads • soft foil • dried flowers • Fimo shapes • airbrushing paints • friskets • stencils and masks • nail coverings.
Equipment may include:	• separate product application brushes for gel or acrylic

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- gel ultraviolet (UV) light
- marbelizing tool
- dappen dish
- desk mats
- hand painting nail art brushes
- art pens or stripers
- branding tools and pattern design cutters
- electric file and engraving bit
- airbrush gun
- compressor
- scissors
- airbrush cleaning apparatus.

Personal protective equipment may include:

- face masks
- goggles
- gloves.

Product recommendations may include:

- airbrush top coat
- home-care nail products, such as:
  - buffers and files
  - cuticle oil or cream
  - polish
  - polish remover
  - hand cream
  - jewellery.

Unit Sector(s)

Beauty

Competency Field

Nail Services

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SIBBNLS206A Use electric file equipment for nails

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess the needs of clients and use electric file equipment in conjunction with artificial nail application services. The operator selects from a range of file bits to achieve filed nail areas where required.

Application of the Unit

Electric files are used in nail salons and beauty salons offering a variety of natural, artificial gel, acrylic and resin nail enhancement services.

This unit applies to nail technicians and other beauty workers who interpret observations and information, and follow known routines in order to safely use electric files as part of artificial nail services.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare the client.	1.1 Prepare service area, ***client*** and self according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Establish client needs and expectations to provide advice and recommendations for ***treatment plan***.
	1.3 Assess nail condition and note areas of nail requiring special treatment.
	1.4 Identify and explain any ***contraindications*** and refer client to an ***appropriate professional*** where required.
	1.5 Select a finished nail shape and style according to agreed treatment plan.
	1.6 Select ***electric file and correct burs and bits*** to suit treatment plan.
2 Use electric file equipment.	2.1 Prepare equipment according to the treatment plan, client requirements and manufacturer instructions.
	2.2 Use ***personal protective equipment*** for client and self where required according to manufacturers' safety data sheets and workplace safety procedures.
	2.3 Apply ***electric file procedures*** according to manufacturer instructions and safety data at appropriate stages in nail service.
	2.4 Seek feedback from client during treatment and take ***remedial action*** where indicated.
	2.5 Dispose of ***waste*** according to relevant legislation and workplace policies and procedures.
	2.6 Evaluate finished result against treatment plan.
	2.7 Clean and maintain equipment according to manufacturer instructions and relevant legislation, and workplace equipment cleaning and maintenance procedures.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - recognise and respond to contraindications and adverse effects
  - use electric file with accuracy and safety
  - select and apply a range of burs and bits according to treatment plan and different nail products and services
  - alter treatment plan to include and implement remedial filing actions
  - clean, disinfect and maintain electric files and attachments according to manufacturer instructions, industry guidelines and relevant health regulations
- literacy skills to read and apply product information and manufacturers' safety data sheets
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- infection control procedures and application of universal precautions
- workplace procedures in regard to using electrical equipment for nail treatments
- appearance of contraindications and adverse effects
- differences in various electric file systems
- various styles of chuck, revs per minute (RPM), range or speed versus variable speed
- effect of RPM and torque and their relationship to client's treatment plan
- effect of changes created by complementary nail shapes
- workplace product and equipment range
- care and cleaning requirements for:
  - artificial nail electric file and its equipment
  - implements and service area
- methods of venting air
- structural and aesthetic requirements for artificial nails
- effects, advantages and disadvantages of using electrical equipment
- electrical currents, especially safety aspects
- safety aspects of electric file usage.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- interpreting and applying manufacturer instructions for tools and electrical equipment
- applying knowledge of differences in style and application and variety of industry-approved professional electric files
- selecting and applying electric file, bits, burs and techniques to be used to achieve treatment plan
- selecting and applying corrective or remedial measures when using an electric file
- using time effectively and controlling product waste
- evaluating use of electric file equipment in nail treatments
- cleaning, disinfecting and maintaining electric files and attachments according to manufacturer instructions, industry guidelines and relevant health regulations.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped artificial nail services area, which includes as a minimum:
  - effective exhaust system for nail chemical fumes
  - manicure table
  - operator chair
  - client chair
  - nail table lamp

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- electric file with burs and bits
- implement sanitising tray
- hand and nail sanitiser at each table
- desk lamp desk mats
- desk towels

- personal protective equipment, including:
  - face masks
  - goggles
  - gloves
- products and electric file equipment from a professional range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different artificial nail service requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - selecting appropriate equipment and nail products according to client needs
  - asking questions to elicit feedback from clients during treatment and taking remedial action if required
  - using electric file equipment with accuracy and safety
  - disposing of waste according to workplace policies and procedures
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the use of an

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electric file and its burs and bits, including the safe use of electric files on a range of gels and acrylics, resins and natural nails
- completion of workplace documentation relevant to use of electric file equipment for nails
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS203A Apply ultraviolet gel nail enhancement
- SIBBNLS204A Apply acrylic nail enhancement
- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Relevant legislation and codes may include:
- federal, state or territory, and local health and hygiene regulations
- occupational health and safety legislation
- industry codes of practice.

Workplace policies and procedures may include:
- health and hygiene
- workplace electrical equipment range and manufacturer instructions and product safety data
- workplace time frame allocated for service
- methods of venting air.

Treatment plan may include:
- required service
- areas requiring special treatment
- artificial products

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	• tools and equipment • follow-up procedures.
Contraindications may include:	• bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters, corns and calluses • heel fissures • bunions • hammer toes • circulatory problems.
Appropriate professional may include:	• medical practitioner • complementary therapist.

Electric file and correct burs and bits must include:	• variable speed electric file
	• burs or bits, including:
	  • diamond burs or bits
	  • carbide burs or bits
	  • sanding bands and mandril.

Personal protective equipment must include:	• safety goggles • glasses • masks.
Personal protective equipment may include:	• table with air ventilating facility.
Electric file procedures may include:	• preparing for French backfills • preparing for infill or refills • shortening and reshaping • removing excess product under nails • refining surface structure.
Remedial action may include:	• adjusting RPM or speed of electric file • modifying pressure of handpiece • changing selection of burs and bits • altering position of handpiece.
Waste may include:	• filing dust • desk mats.

Unit Sector(s)

Beauty

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Competency field

Nail Services

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SIBBNLS205A Apply nail art

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply a range of nail art products and hand painted designs.

Advanced nail art is described in SIBBNLS207A Apply advanced nail art.

Application of the Unit

Nail art is applied as an enhancement after a variety of nail services that may be offered in nail salons and beauty salons.

This unit applies to nail technicians and other beauty workers who select and apply a range of nail art products, including hand painted designs, decals and jewellery.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for the nail art service.	1.1 Prepare service area, ***client***, operator and ***equipment*** for nail art service according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Evaluate client needs, expectations and characteristics to provide advice and recommend a ***treatment plan***.
	1.3 Advise client of ***maintenance requirements*** for decorated nails.
	1.4 Evaluate nail and skin condition and note areas of hands and nails requiring special treatment.
	1.5 Identify and explain ***contraindications*** and refer the client to an ***appropriate professional*** where required.
	1.6 Analyse requested colour and design and advise client of expected outcome.
	1.7 Select ***nail art products*** according to the treatment plan.
2 Apply nail art.	2.1 Prepare nails according to manufacturer recommendations and the treatment plan.
	2.2 Apply nail art products and equipment sequentially, according to manufacturer instructions and treatment plan.
	2.3 Apply and secure nail art as required according to manufacturer's recommendations and treatment plan.
	2.4 Complete nail art service and evaluate finished art work against treatment plan and client satisfaction.
	2.5 Follow workplace environmental control procedures to safely dispose of all ***treatment waste.***
3 Review treatment and provide post-treatment advice.	3.1 Seek client feedback and record relevant outcomes of service.
	3.2 Recommend future treatment program according to client needs.
	3.3 Revise treatment plan as required.
	3.4 Provide maintenance advice according to client needs.
	3.5 ***Recommend products*** according to client requirements.

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3.6 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - analyse client nails and skin and design a treatment plan using skin analysis and colour analysis
  - respond to contraindications and adverse effects
  - analyse colour and design requests and advise clients of expected outcomes
  - apply a range of nail art products
  - apply infection control procedures
- self-management skills to:
  - clean and maintain service area according to workplace policies and procedures designed to minimise negative environmental impact
  - dispose of waste materials in a manner that minimises negative environmental impact
- literacy skills to read and apply product information and safety data sheets and complete a treatment plan
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to nail art service
- appearance of contraindications and adverse effects
- effect of changes created by complementary nail shapes and designs
- workplace product and equipment range
- effects and benefits of a defined range of nail art products
- ingredients and effects of products used for nail art
- care and cleaning requirements for nail art equipment, implements and service area
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- methods of venting air.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- analysing clients' nail condition, colour and design requirements and applying nail art to meet their needs
- interpreting and applying manufacturer instructions and safety data for use of products, tools and equipment
- applying effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- effective time management of nail art services
- providing clients with advice on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped artificial nail art services area, which includes as a minimum:
  - manicure table
  - operator chair
  - client chair
  - nail table lamp
  - electric file or hand file
  - variety of nail art brushes
  - scissors
  - hand files
  - tweezers
  - marbilizer

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- dotter
- range of products from a professional nail art range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different nail art requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate the ability to handle a range of contingencies, including:
  - selecting nail art products according to agreed treatment plan
  - safely applying nail art products according to manufacturer instructions
  - advising clients on maintenance requirements for decorated nails
  - disposing of waste according to policies and procedures
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of provision of nail art services, including maintenance advice and relevant legislation
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS202A Provide manicure and pedicare services
- SIBBNLS203A Apply ultraviolet gel nail

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enhancement
- SIBBNLS204A Apply acrylic nail enhancement.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Equipment must include:
- hand file
- table light
- brushes
- scissors
- tweezers
- dotter.

Equipment may include:
- electric file
- table with air venting facility
- marbilizer
- room air ventilator.

Relevant legislation and codes may include:
- federal, state or territory, and local health and hygiene regulations
- occupational health and safety regulations
- industry codes of practice.

Workplace policies and procedures may include:
- health and hygiene
- workplace product range and manufacturer instructions
- environmental protection practices, such as:
  - methods of venting air
  - temperature and air currents
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices

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	• waste disposal • resource management • water efficiency • workplace time frame allocated for service • workplace safety when using nail chemicals.
Treatment plan may include:	• range and variety of nail art • design structure and layout • colour selection • tools and equipment • follow-up procedures.
Maintenance requirements may include:	• retouching • nail art top coat or sealant.
Contraindications may include:	• bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Nail art products may include:	• adornments • jewellery • gel coverings • water decals • adhesive backed tape and decals • rhinestones.
Treatment waste may include:	• desk mats • waste water • polish remover pads or wipes.

Product recommendations may include:	• cuticle oil or cream
	• nail polish
	• polish remover
	• hand cream
	• jewellery drill
	• other available styles of nail decorations, such as:
	  • coloured gel or acrylic
	  • mixed media or embedded art
	  • three-dimensional gel or acrylic.

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Unit Sector(s)

Beauty

Competency Field

Nail Services

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SIBBNLS204A Apply acrylic nail enhancement

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a range of acrylic nail enhancement services to enhance the appearance of fingernails and toenails. The service is performed in response to client consultation and assessment, conducted and recorded on a treatment plan.

Application of the Unit

This service is offered in nail salons and beauty salons. It could be an individual treatment or form part of a series of regular nail treatments that have been designed to meet client requirements.

The unit applies to nail technicians and other beauty workers who interpret observations and information and follow known routines in order to plan and perform acrylic nail services that meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare for an acrylic nail enhancement service.	1.1 Prepare service area, ***client*** and self for an ***acrylic nail enhancement service*** according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Evaluate client needs and expectations to provide advice and recommendations for a ***treatment plan***.
	1.3 Advise client regarding ***maintenance requirements*** and advantages and disadvantages of various styles of acrylic nails.
	1.4 Recognise nail conditions, including specific acrylic nail treatment complications, and note areas of nails requiring special treatment.
	1.5 Identify and explain any ***contraindications*** and refer client to an ***appropriate professional*** where required.
	1.6 Select style of acrylic nail application and finished nail shape according to treatment plan and confirm with client.
	1.7 Select ***acrylic nail products*** according to treatment plan and confirm these with client.
2 Remove artificial nails.	2.1 Select artificial nail removal products and ***equipment*** according to agreed treatment plan and manufacturer instructions.
	2.2 Evaluate client's expectations of removal to provide advice and recommendations for a removal treatment plan.
	2.3 Advise client regarding natural nail maintenance requirements and post-removal care.
	2.4 Advise client regarding non-acrylic artificial nail options along with the advantages and disadvantages of various types of artificial nails.
	2.5 Remove artificial nails according to manufacturer instructions and safety data.
3 Apply or refill artificial nails.	3.1 Select acrylic nail products and equipment according to agreed treatment plan and manufacturer instructions.
	3.2 Use ***personal protective equipment*** for client and self where

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	required according to manufacturers' safety data and workplace safety procedures.
	3.3 Cleanse and prepare nails, applying preparation nail products in sequence according to manufacturer instructions.
	3.4 Apply, refill or mend acrylic nails as required according to manufacturer recommendations and treatment plan.
	3.5 Complete acrylic nail application service according to client requirements, relevant legislation, and workplace policies and procedures.
	3.6 Follow workplace environmental control procedures to safely dispose of ***treatment waste.***
	3.7 Sanitise equipment according to relevant legislation and workplace policies and procedures.
	3.8 Evaluate finished result against treatment plan.
4 Review treatment and provide post-treatment advice.	4.1 Seek client feedback and record relevant outcomes of treatment.
	4.2 Recommend future treatment program according to client requirements.
	4.3 Revise treatment plan as required.
	4.4 Provide maintenance advice and make ***product recommendations*** according to client requirements.
	4.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - analyse client's nails and skin and design a treatment plan
  - respond to contraindications and adverse effects
  - remove acrylic nails safely with a minimum of trauma to natural nail
  - apply acrylic nails following structural and aesthetic requirements recognised by industry
  - apply acrylic products and use files with control causing no irritation, over-exposure or trauma to client's soft tissue
  - maintain acrylic nails following structural and aesthetic requirements recognised by industry and with no trauma to client's soft tissue

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    - apply chemical control procedures during application, including preventive actions and use of personal protective equipment
    - apply universal infection control procedures
    - evaluate outcomes of service and advise client on methods and procedures for home-care and complementary products after application or removal of artificial nails
- communication skills to discuss analysis, products to be applied, and desired outcome with client
- literacy skills to read and apply product information and manufacturers' safety data sheets
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- gross anatomy of skin and nails, and shape, function and growth of nails and effects on artificial nails
- relevant health and hygiene regulations
- appearance of contraindications and adverse effects
- relevant occupational health and safety regulations and requirements
- requirements of manufacturers' product safety data for acrylic nail products
- chemical awareness and techniques for product control to minimise over-exposure and trauma
- safe and environmentally effective methods of venting nail chemical fumes
- chemical components of gel application process and their properties
- procedures for recording trial nail reaction testing
- effects of artificial nail removal on underlying natural nail
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to acrylic nail enhancement services
- effects created by complementary nail shapes and colour polish or varnish application
- structural requirements needed to achieve a successful nail enhancement
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances
- workplace product range.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying safe work practices and relevant health regulations when applying acrylic nail enhancement
- recognising and managing specific acrylic nail treatment complications, including:
  - product reaction to temperature
  - client reaction to products
  - natural nail separation
  - discolouring of product
  - peeling of acrylic product
  - bacterial infection (pseudomonas)
  - damage to natural nail due to poor removal techniques
- interpreting and applying manufacturer instructions and safety data sheets for products, tools and equipment
- analysing client's lifestyle, nails and skin to design treatment plans and provide advice to meet client needs, including:
  - type and style of acrylic procedure and product
  - safe product application techniques
  - areas requiring corrective or remedial services
  - acrylic nail removal
  - application and refill of acrylic nails
  - polish or varnish application
  - home-care or complementary products
- applying product to nail surfaces, avoiding skin to reduce risk of skin irritation
- effective time management of services and control of product waste.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

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Assessment must ensure access to:

- a fully equipped acrylic nail services workstation, which includes as a minimum:
  - effective exhaust system for nail chemical vapours
  - manicure table
  - operator chair
  - client chair
  - nail table lamp
  - implement sanitising tray
  - hand and nail sanitiser at each table
  - desk mats
  - desk towels
  - brushes
  - files, including emery boards, metal and buffers
  - tip cutters
  - acrylic clippers
  - sculpting forms
  - cuticle pushers
- personal protective equipment, including disposable gloves
- acrylic nail products from comprehensive professional nail services range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different acrylic nail requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate

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handling of a range of contingencies, including:
  - preparing client for acrylic nail enhancement service
  - recognising skin and nail conditions, including specific acrylic nail treatment complications, and providing advice to clients
  - removing artificial nails according to manufacturer instructions
  - applying or refilling acrylic nails according to agreed treatment plan
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the provision and chemistry of acrylic nail enhancement services, including maintenance advice and relevant legislation
- completion of self-paced learning materials, including personal reflection and feedback from a trainer or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS201A Work in a nail services framework
- SIBBNLS202A Provide manicure and pedicare services
- SIBBNLS205A Apply nail art
- SIBBNLS206A Use electric file equipment for nails.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Acrylic nail enhancement
- tips:

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service must include:	• French • natural • clear • acrylic overlays over natural nails • French back refill • refill • sculptured nails • French acrylic over tip.
Acrylic nail enhancement service may include:	• fingernails • toenails • design acrylic • mixed media with acrylic • coloured acrylic.
Relevant legislation and codes may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety legislation • industry codes of practice.

Workplace policies and procedures may include:	• health and hygiene
	• workplace product range and manufacturer instructions
	• environmental protection practices, such as:
	  • methods of venting air
	  • temperature and air currents
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency
	• workplace time frame allocated for service.

Treatment plan may include:	• required service • areas requiring special treatment • products • tools and equipment • follow-up procedures.
Maintenance requirements may include:	• removing loose acrylic • repairing damaged, chipped or broken nails (natural or artificial) • blending regrowth lines • repolishing with colour or French polish • filing and buffing

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	• shortening • reshaping • reapplying new nail • rebalancing stress curve • correcting side walls of extension.
Contraindications may include:	• damaged natural nail from ineffective removal of artificial nails • bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes.
Appropriate professional may include:	• medical practitioner • complementary therapist.

Acrylic nail products may include:	• acid or non-acid primer
	• adhesive:
	  • thin
	  • gel
	• various styles of tips
	• acrylic powder (polymer)
	• acrylic liquid (monomer)
	• dehydrator
	• hand and nail sanitisers
	• artificial nail remover.

Equipment must include:	• sanitising tray or unit for implements with appropriate strength solution
	• hand files
	• buffers
	• table with air venting facility/chair
	• hand and nail sanitiser
	• desk lamp
	• desk mats
	• desk towels
	• dappen dishes
	• brushes:
	  • for application of artificial nails
	  • primer brushes
	• emery boards
	• tip cutters
	• acrylic clippers
	• sculpting forms

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	• cuticle pushers.
Equipment may include:	• electric files.
Personal protective equipment may include:	• face masks • goggles • gloves.
Treatment waste may include:	• filing dust • desk mats • excess product.
Product recommendations may include:	• buffers • files • cuticle oil or cream • polish • polish remover • hand cream • nail jewellery.

Unit Sector(s)

Beauty

Competency Field

Nail Services

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SIBBNLS203A Apply ultraviolet gel nail enhancement

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a range of artificial ultraviolet (UV) light gel-based products to enhance the appearance of fingernails or toenails.

Application of the Unit

Gel nail application services are performed in response to client consultation and assessment, conducted and recorded on a treatment plan. They could be an individual treatment or form part of a series of regular treatments that have been designed to meet client requirements.

The unit applies to nail technicians and other beauty workers in nail salons and beauty salons, who interpret observations and information, and follow known routines in order to plan and perform gel nail services that meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare clients.	1.1 Prepare service area, client and self for a ***UV gel nail enhancement service*** according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Evaluate client needs and expectations to enable advice and recommendations for ***treatment plan***.
	1.3 Advise client of ***maintenance requirements*** and advantages and disadvantages of various types of gel nails.
	1.4 Recognise nail and skin conditions including ***specific nail gel treatment complications*** and note areas of hands and nails requiring special treatment.
	1.5 Identify ***contraindications***, explain them to client, and refer client to an ***appropriate professional*** where required.
	1.6 Select type of gel nail application and finished nail shape according to treatment plan and confirm selection with client.
	1.7 Select ***gel nail products*** according to treatment plan and confirm selection with client.
2 Remove artificial gel nails.	2.1 Select artificial gel nail removal products and ***equipment*** and apply sequentially according to manufacturer instructions and client requirements.
	2.2 Remove artificial gel nails according to manufacturer instructions and safety data sheets.
3 Apply or refill artificial gel nails.	3.1 Select gel nail products and equipment according to relevant legislation, manufacturer instructions and client requirements.
	3.2 Use ***personal protective equipment*** for client and self as required.
	3.3 Cleanse and prepare nails according to manufacturer recommendations and treatment plan.
	3.4 Apply gel nail products sequentially according to manufacturer instructions.
	3.5 Apply, refill, and cure artificial nails as required and secure according to manufacturer recommendations and treatment plan.

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		3.6 Seek client feedback throughout application and take remedial action when required.
		3.7 Complete artificial nail application according to client requirements.
		3.8 Safely dispose of ***treatment waste*** to minimise negative environmental impacts.
		3.9 Sanitise equipment according to relevant legislation and workplace policies and procedures.
		3.10 Evaluate finished result against treatment plan.
4	Review treatment and provide post-treatment advice.	4.1 Seek client feedback and record relevant outcomes of treatment.
		4.2 Recommend future treatment program according to client needs.
		4.3 Revise treatment plan as required.
		4.4 Offer home maintenance advice and make ***product recommendations*** according to client needs.
		4.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - analyse client's lifestyle and nails to determine and design appropriate treatment plan
  - respond to contraindications and adverse effects
  - apply and maintain gel nails, achieving structural and aesthetic outcomes to industry standard
  - safely remove UV gel nails to minimise damage to natural nails
  - apply standard infection control procedures
  - apply workplace chemical control procedures during application of gel nails, including preventive actions and the use of personal protective equipment
  - recognise and manage specific gel nail treatment complications, including:
    - product exothermic reaction
    - product skin sensitivity reaction
    - natural nail separation
    - discolouring of product
    - peeling of product

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    - bacterial infection (pseudomonas)
    - injury to natural nail due to damage to artificial nail
  - evaluate the outcomes of service and advise clients on methods and procedures for home-care and complementary products after application or removal of artificial nails
- communication skills to discuss nail analysis, products to be applied and desired outcome with client
- literacy skills to read and apply product information and manufacturer's safety data sheets
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- gross anatomy of skin and nails and shape, function and growth of nails and effects on artificial nail
- chemical components of gel application process and their properties
- safe and environmentally effective methods of venting nail chemical fumes
- effects of changes created by complementary nail shapes and colour or varnish application
- effects of health and disease on nails and nail growth and on maintenance of artificial nails
- relevant health and hygiene regulations
- appearance of UV gel nail contraindications and adverse effects
- procedures for recording trial nail reaction testing
- effects of artificial nail removal on underlying natural nail
- relevant occupational health and safety regulations and requirements
- requirements of manufacturer's product safety data for nail gel products
- infection control procedures and application of universal precautions
- workplace policies and procedures in regard to gel nail enhancement service
- workplace product range
- effects and benefits of a defined range of UV gel products
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances used in nail services.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence	Evidence of the following is essential:

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required to demonstrate competency in this unit

- applying safe work practices and relevant health regulations when applying gel nail enhancement
- recognising and managing specific gel nail treatment complications, including:
  - product exothermic reaction
  - product skin sensitivity reaction
  - natural nail separation
  - discolouring of product
  - peeling of product
  - bacterial infection (pseudomonas)
  - injury to natural nail due to damage to artificial nail
- interpreting and applying manufacturer instructions and safety data sheets for products, tools and equipment
- consistently designing treatment plans and providing advice to meet client needs, including:
  - type of artificial nail procedure and product
  - product application techniques
  - areas requiring corrective or remedial services
  - home-care or complementary products
- safely applying a variety of UV gel nail products for enhancement services, including:
  - artificial nail removal
  - application and refill of artificial nails
  - polish/varnish application
  - consistent and accurate application of product to nail surfaces, avoiding skin to reduce risk of skin irritation
  - applying workplace chemical control procedures during application of gel nails
- effective time management of services and control of product waste.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related

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activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped gel nail services workstation, which includes as a minimum:
  - effective exhaust system for nail chemical vapours
  - manicure table
  - operator chair
  - client chair
  - nail table lamp
  - implement sanitising tray
  - hand and nail sanitiser at each table
  - UV light
  - desk mats
  - desk towels
  - brushes
  - files, including emery boards, metal and buffers
  - tip cutters
  - sculpting forms
  - cuticle pushers
- personal protective equipment, including disposable gloves
- UV gel nail products from a comprehensive professional nail services range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different UV gel nail requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of

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tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:

- preparing client for gel nail enhancement service
- recognising skin and nail conditions, including specific gel nail treatment complications and providing advice to clients
- removing artificial nails according to manufacturer instructions
- applying and refilling artificial nails according to agreed treatment plans
- applying workplace chemical control procedures during application of UV gel nails

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the provision of UV gel nail enhancement services, including maintenance advice and relevant legislation
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS201A Work in a nail services framework
- SIBBNLS202A Provide manicure and pedicare services
- SIBBNLS205A Apply nail art
- SIBBNLS206A Use electric file equipment for nails.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic

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	backgrounds and with varying physical and mental abilities.
UV gel nail enhancement service must include:	• application over French, natural and clear tips • natural nail overlays • French backfill • refill • sculptured UV gel nails • fingernails and toenails • UV gel coating over acrylic • application of colour UV gel.
Relevant legislation and codes may include:	• federal, state or territory, and local health and hygiene regulations • occupational health and safety legislation • industry codes of practice.

Workplace policies and procedures may include:	• health and hygiene
	• workplace product range and manufacturer instructions
	• product safety procedures
	• environmental protection practices, such as:
	  • methods of venting air
	  • temperature and air currents
	  • waste minimisation
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency
	• workplace time frame allocated for service.

Treatment plan may include:	• required service • areas requiring special treatment • products selected for service • recommended home-care products • use of electric file • tools, implements and equipment • follow-up procedures.
Maintenance requirements may include:	• removing loose gel • repairing damaged, chipped or broken nails (natural or artificial) • blending regrowth lines • repolishing with colour or French polish • refining gel nail surface

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	• shortening • reshaping • reapplying new nail • rebalancing stress curve • correcting side walls of extension.
Specific gel nail treatment complications may include:	• product exothermic reaction • product skin sensitivity reaction • natural nail separation • discolouring of product • peeling of product • bacterial infection (pseudomonas) • injury to natural nail due to damage to artificial nail.
Contraindications may include:	• damaged natural nails from ineffective removal of artificial nails • bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters • corns • calluses.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Gel nail products may include:	• acid or non-acid primer • thin and gel adhesive • various styles of tips • dehydrator • hand and nail sanitisers • UV and non-UV gel • coloured gel • soak off UV gels • one phase UV gels • traditional multilayer UV gels or base-build top • UV gel cleanser.
Equipment must include:	• sanitising tray or unit for implements, with appropriate strength solution • table with air venting facility and chair • hand and nail sanitiser • UV light

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	• desk lamp • desk mats • desk towels • brushes • files, including emery boards, metal and buffers • tip cutters • sculpting forms • cuticle pushers.
Equipment may include:	• electric file
Personal protective equipment must include:	• face masks • goggles • gloves.
Treatment waste may include:	• filing dust • desk mats • gel wipes.
Product recommendations may include:	• buffers • files • cuticle oil or cream • polish • polish remover • hand cream.

Unit Sector(s)

Beauty

Competency Field

Nail Services

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SIBBNLS202A Provide manicure and pedicare services

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a range of manicure and pedicare services.

The manicure or pedicare service is performed in response to client consultation and assessment, conducted and recorded on a treatment plan.

Application of the Unit

This unit applies to services offered in nail salons and beauty salons in the beauty industry.

The manicure or pedicare service could be an individual treatment or form part of a series of manicure or pedicare treatments that have been designed to meet client requirements.

The unit applies to nail technicians and other beauty workers who interpret observations and information, and follow known routines in order to plan and perform manicure and pedicare services that meet client requirements.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client for manicure or pedicare service.	1.1 Prepare service area, ***client*** and self for ***manicure or pedicare service*** according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Identify and evaluate client hand or foot characteristics and service requirements, provide advice and recommend a ***treatment plan.***
	1.3 Identify existing nail or skin conditions on client's hands or feet and note areas requiring special treatment.
	1.4 Identify and explain ***contraindications***, and refer client to an ***appropriate professional*** where required.
	1.5 Select hand and skin care products according to treatment plan and confirm with client.
2 Perform a basic manicure or pedicare service.	2.1 Select ***manicure or pedicare products*** and ***equipment*** and apply sequentially according to relevant legislation, manufacturer instructions, client requirements and workplace policies and procedures.
	2.2 Cleanse client's hands or feet and nails according to agreed treatment plan.
	2.3 Shape and file nails according to client requirements and treatment plan.
	2.4 Apply exfoliation treatments according to treatment plan and manufacturer instructions.
	2.5 Apply ***massage movements*** to hand and lower arm, or foot and leg, according to client requirements and treatment plan.
	2.6 Apply polish or varnish according to manufacturer instructions and client requirements.
	2.7 Use energy, water and other resources efficiently during treatment process to reduce negative environmental impacts.
	2.8 Safely dispose of ***treatment waste*** to minimise negative environmental impacts.

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		2.9 Clean and disinfect or dispose of equipment according to relevant legislation and workplace policies and procedures.
3	Review treatment and provide post-treatment advice.	3.1 Seek client feedback and record relevant outcomes of treatment on treatment plan.
		3.2 Provide ***home-care advice*** to maintain skin and nails according to client needs.
		3.3 Suggest future treatment program and make ***product recommendations*** according to client requirements.
		3.4 Revise and confirm future treatment plan as required with the client.
		3.5 Rebook client according to agreed treatment plan.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - analyse client's nails and skin and design a treatment plan
  - respond to contraindications and adverse effects
  - apply a range of manicure and pedicare products
  - apply massage movements, including effleurage, petrissage and tapotement
  - apply infection control procedures
- communication skills to discuss nail and skin analysis and the desired service outcome with the client
- self-management skills to:
  - clean and maintain service area according to workplace policies and procedures designed to minimise negative environmental impact
  - dispose of waste materials in a manner that minimises negative environmental impact
- literacy skills to read and apply product information and safety data sheets, and complete a treatment plan
- numeracy skills to calculate required product quantities and service time.

Required knowledge

The following knowledge must be assessed as part of this unit:

- infection control procedures and universal precautions
- workplace policies and procedures in regard to manicure and pedicare services

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- appearance of contraindications and adverse effects
- effects of changes created by complementary nail shapes and colour polish or varnish application
- workplace product range
- effects and benefits of a defined range of workplace manicure and pedicare products
- care and cleaning requirements for manicure and pedicare implements
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant health and hygiene regulations
- applying knowledge of the transmission routes of infectious hand and foot conditions and skills in the application of standard infection control precautions
- analysing client's nails and skin and designing and updating initial and ongoing treatment plans to meet client needs, including:
  - contraindications
  - areas requiring special treatment
  - product application techniques
  - after-care product advice
- interpreting and applying manufacturer instructions and safety data sheets for use of products, tools and equipment
- applying range of massage movements, including effleurage, petrissage and tapotement
- safely disposing of treatment waste according to workplace environmental control procedures
- evaluating manicure and pedicare services and advising the client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or

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the technical expert working in partnership with the assessor as described in the Assessment Guidelines

- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped nail services area, which includes as a minimum:
  - manicure table
  - operator chair
  - client chair
  - nail table lamp
  - electrical supply to each workstation
- natural and artificial products from comprehensive professional nail services range
- appropriate cleaning and disinfection products and equipment
- relevant workplace documentation including:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with difference manicure or pedicare requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - preparing clients for manicure and pedicare services
  - selecting manicure and pedicare products and applying nail care techniques and products according to manufacturer instructions

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- providing home-care advice according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of the provision of manicure and pedicare services, including the safe use of products and equipment and relevant health regulations
- completion of workplace documentation, including treatment plans relevant to the provision of manicure and pedicare services
- completion of self-paced learning materials, including personal reflection and feedback from trainer, coach or supervisor
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS201A Work in a nail services framework
- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- male or female clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Manicure or pedicare services must include:

- shaping
- cuticle care
- nail varnish/polish (single or multi layer) application of varying colours
- French manicure
- buffing

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	• callous rasping • exfoliation.
Manicure or pedicare services may include:	• paraffin wax treatments • hot oil treatments.
Relevant legislation and codes may include:	• federal, state or territory, and local health and hygiene regulations • state or territory Acts and local regulations relevant to skin penetration • occupational health and safety regulations • industry codes of practice.

Workplace policies and procedures may include:	• health and hygiene
	• workplace product range and manufacturer instructions
	• environmental protection practices, such as:
	  • waste minimisation
	  • recycling
	  • reuse
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency
	• workplace time frame allocated for service.

Treatment plan may include:	• dated record of client's current skin and nail analysis • required services • areas requiring special treatment • products used • varnish colour.
Contraindications may include:	• bacterial, viral or fungal infections • warts • inflamed skin • visible non-normal nails • rashes • blisters, corns and calluses • heel fissures • bunions • hammer toes • circulatory problems.
Appropriate professional may include:	• medical practitioner • complementary therapist

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	• podiatrist.
Manicure or pedicare products may include:	• sanitiser • skin and cuticle massage and treatment creams • paraffin wax treatment • exfoliants • remedial products • cuticle remover or softener • nail hardener • nail soaking solution • base coat • varnish • top coat • drier • thinner.
Equipment must include:	• sanitising tray or unit for implements, with appropriate strength solution.
Equipment may include:	• nail clippers or scissors • emery board, rasp, and file • orange stick or cuticle pusher • exfoliation cream • paraffin wax bath • buffer • foot spa • vibrating and whirlpool electric spa machine • towels • water bowls • cleaning pod.
Massage movements must include:	• effleurage • petrissage • tapotement.
Treatment waste may include:	• nail clippings • filing dust • cleansing pads.
Home-care advice may include:	• maintenance requirements • protective advice.
Product recommendations may include:	• buffers and files • cuticle oil or cream • polish • polish remover • moisturiser.

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Unit Sector(s)

Beauty

Competency Field

Nail Services

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SIBBNLS201A Work in a nail services framework

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to apply the principles of nail science and recognise skin disorders as they apply to nail treatments on hands and feet.

Application of the Unit

This unit applies to beauty workers, beauty therapists and nail technicians who apply an understanding of the main functions and role of the skin on the hands and feet, the structure of the nails, and the recognition of skin disorders as they relate to contraindications to the provision of a range of nail services in nail salons and beauty salons.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text

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unit of competency.		is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1	Apply knowledge of nail science to beauty treatments.	1.1 Identify and apply relevant principles of nail science to nail and beauty treatments according to ***relevant legislation*** and ***workplace policies and procedures***.
		1.2 Identify ***main functions and role of the skin on the hands and feet.***
		1.3 Identify and describe ***structure and function of the lower arms and legs*** as they relate to manicure and pedicare services.
2	Apply knowledge of the structure and function of nails to nail treatments.	2.1 Identify ***appearance and gross anatomy of normal human skin and nails.***
		2.2 Identify ***common contraindications to health and outcomes*** and provide advice or referral to ***appropriate professionals*** as required.
		2.3 Identify ***common problems of the skin and nails*** on hands and feet as they relate to natural nail treatments.
		2.4 Identify common problems of the skin and nails on the hands and feet as they relate to application of artificial nail treatments.
3	Promote skin health and care.	3.1 Apply knowledge of nail science to nail and beauty treatments to maximise the promotion of the health and care of skin and nails.
		3.2 Minimise damage to skin and nails when performing artificial or natural nail treatments.
		3.3 Source information on ***effects of ingredients in a range of natural and artificial nail treatment products*** and take care to minimise their damage to skin and nails.
		3.4 Apply relevant principles of nail science in ***provision of post-treatment advice***.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to possible skin or nail damage situations
  - identify client characteristics, and recommend and perform a service, including:
    - preparation of service area

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    - preparation of products and equipment
    - preparation of client
- literacy skills to source, read and apply relevant information on skin science and skin disorders to the design and performance of nail services
- communication skills to translate information on skin science and skin disorders when providing advice, responding to questions, and providing information and reassurance to clients on nail services.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements
- principles of nail science as they relate to nail treatments
- nail science in relation to nail treatments and procedures, including:
    - anatomy of skin and nails
    - skin and nail disorders
    - contraindications to both natural and artificial nail treatments
    - effects on nail of ingredients and equipment in a range of treatment products
    - provision of post-treatment advice
- workplace product, treatment and equipment range and manufacturer instructions and safety data sheets.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant workplace policies and procedures
- applying federal, state or territory, and local health and hygiene requirements and regulations and skin penetration legislation
- applying principles of nail science as they apply to nail or beauty treatments, including:
    - structure and function of lower arms and legs as they relate to manicure and pedicare services
    - appearance and gross anatomy of normal human skin
    - appearance and gross anatomy of normal human

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nails
    - skin and nail disorders
    - contraindications to natural nail or artificial nail treatments
    - effects of ingredients in a range of treatment products for both natural and artificial nails on natural nails
- applying a range of natural and artificial nail treatments
- providing home-care advice for artificial nail services.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
    - text and online resources
    - natural and artificial products from a comprehensive professional nail services range
- relevant workplace documentation including:
    - manufacturer's equipment instructions
    - product instructions
    - manufacturer safety data sheets
    - workplace policies and manuals
- a range clients with common nail disorders who are seeking nail treatments.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range

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of contingencies, including:

- applying knowledge of structure of the skin and nails during natural and artificial nail services
- promoting skin and health care

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of principles of nail science as they apply to nail or beauty treatments
- completion of workplace documentation relevant to nail treatments
- third-party reports from experienced beauty professionals in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBNLS202A Provide manicure and pedicare services
- SIBBNLS203A Apply ultraviolet gel nail enhancement
- SIBBNLS204A Apply acrylic nail enhancement.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Relevant legislation may include:

- federal, state or territory, and local health and hygiene legislation and regulations
- occupational health and safety.

Workplace policies and procedures may include:

- health and hygiene
- comfort and privacy
- designated time frames for the completion of service
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices

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	and practices • waste disposal • resource management • water efficiency.
Main functions and role of the skin on the hands and feet may include:	• gross anatomy of skin • major features of skin of hands and feet.
Structure and function of the lower arms and legs may include:	• bones of arm, forearm and hand • bones of lower leg and foot • functions of bones • muscles of forearm and hand • muscles of lower leg and foot • functions of skeletal muscle • blood supply for forearm and hand • blood supply for lower leg and foot.
Appearance and gross anatomy of normal human skin and nails may include:	• structural features of natural nail • skin surrounding natural nail • growth and development of natural nail • factors that effect natural nail growth • normal appearance of natural nails • effects of health and disease on nails.

Common contraindications to health and outcomes must include:	• skin or nail disorders or diseases
	• allergic reactions
	• bruising or swelling
	• areas exhibiting loss of tactile sensation
	• cuts or abrasions
	• recent operations
	• areas of recent fractures or sprains
	• health and the nail:
	  • diabetes
	  • blood disorders and diseases
	• contraindications of products used in combination or with other services.

Appropriate professionals may include:	• medical practitioner • podiatrist • complementary therapist.

Common problems of the skin and nails may include:	• contagious disorders:
	  • bacterial, viral or fungal infections
	  • warts
	  • Tinea Pedis

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- Tinea Unguium
- papalomas
- paronychia

- non-contagious hand, foot or nail disorders:
  - natural nail separation (onycholysis)
  - splinter haemorrhage
  - white spots (leuconychia)
  - corrugated furrows
  - split or brittle nails
  - hang nails
  - bruised nails
  - onychophagy (bitten nails)
  - blisters
  - calluses
  - heel fissures
  - bunions
  - hammer toes
  - corns
  - dermatitis
  - circulatory problems
  - eggshell nails
- congenital or trauma-induced nail malformations.

Effects of ingredients in a range of natural and artificial nail treatment products may include:

- effects on nails of a range of nail products
- main ingredients in a range of nail products
- pH range of human skin, nails and manicure and pedicare products.

Provision of post-treatment advice may include:

- lifestyle changes:
  - sun protection
  - skin care
  - effects of nutrition on skin and nails
- retail product advice
- home-care advice for artificial nail treatments
- advice on further services.

Unit Sector(s)

Beauty

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Competency Field

Nail Services

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SIBXFAS202A Design and apply make-up for photography

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply make-up for photographic shoots. The make-up artist must establish whether natural or artificial lighting is being used; if the planned photography is in colour, black and white, or both; and select and apply products that are appropriate to these in achieving the make-up design that will ensure optimum make-up photographic outcomes under these conditions.

Application of the Unit

Photographic make-ups are designed in response to a brief from an individual who will be photographed at a special event or from a stylist supporting an event or photo shoot. Depending on the nature of the job the operator may work alone or as part of a make-up design team.

The unit applies to beauty operators and freelance make-up artists and involves known routines, methods and procedures where some level of discretion and judgement is required.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client.	1.1 Prepare ***client*** for service. 1.2 Identify and explain ***contraindications*** to client and refer to an ***appropriate professional*** where required. 1.3 Assess client's ***skin type and condition*** to determine appropriate product application techniques.
2 Cleanse face and neck.	2.1 Identify suitable ***cleansing products*** for client's skin type and different areas of face and neck. 2.2 Thoroughly cleanse client's skin on face and neck area.
3 Analyse face.	3.1 Identify and note client's facial shape. 3.2 Identify, note and advise client, photographer or stylist regarding facial areas requiring corrective or camouflage make-up. 3.3 Assess facial areas requiring highlighting and shading and determine correct product application.
4 Analyse context.	4.1 Determine and confirm required ***context*** with client, photographer or stylist. 4.2 Identify colour physics and apply to lighting techniques, wardrobe, background, artificial and natural light, studio or location and time of day. 4.3 Identify chemical reactions under given conditions for relevant products. 4.4 Identify an image for black and white and colour photography. 4.5 Identify digital photography ***product outcomes*** and their relationship to make-up design. 4.6 Identify ***lighting type***, position, reflectors and absorbers. 4.7 Identify ***print procedures***.
5 Apply make-up.	5.1 Develop ***make-up plan*** and confirm with client, photographer or stylist. 5.2 Select ***make-up products, tools and equipment***. 5.3 Apply make-up products, tools and equipment sequentially and according to make-up plan, manufacturer recommendations, ***relevant legislation and codes*** and ***workplace policies and***

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procedures.

5.4 Check that final effect meets client and production requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - analyse client's face and create and refine make-up design concepts
  - select make-up according to the film stock to be used
  - apply a range of cleansing and make-up products and techniques
- communication and teamwork skills to:
  - deal with clients tactfully and respectfully
  - consult with clients and other production personnel to ensure that creative and technical requirements are met
  - relate to people from diverse backgrounds
- literacy skills to:
  - prepare and update make-up plans
  - interpret workplace documentation
- numeracy skills to:
  - estimate quantity of products required
  - use time effectively in the provision of service.

Required knowledge

The following knowledge must be assessed as part of this unit:

- well-developed understanding of the interrelationship between face and body shapes and the elements and principles of make-up application
- well-developed understanding of:
  - effects of natural and artificial lighting on make-up appearance
  - colour design principles
  - colour wheel
  - primary, secondary, complementary colours, and grey scale
  - tonal value, hue and shade
- cosmetic ingredients in relevant make-up products, particularly in regard to:
  - their likely effects on the skin

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    - their appearance under different light sources and with digital photography
- techniques for determining the physical appearance of:
    - various skin types
    - normal skin
    - abnormal skin
    - minor skin blemishes
- effect of changes created by:
    - specific make-up products and colour application techniques
    - lighting and how make-up colours appear on the screen
- OHS requirements when applying make-up.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- developing make-up plans that demonstrate an ability to:
    - identify and deal with requirements of clients and colleagues
    - select appropriate products and application techniques
    - incorporate colour design principles into make-up designs
    - take production environment into account when designing make-up
    - meet production requirements
- applying occupational health and safety practices in regard to the provision of make-up services
- demonstrating correct make-up product application and removal techniques
- demonstrating a collaborative approach to work where required
- communicating effectively with clients, photographers and stylists in relation to make-up application.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the

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assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstation
  - adjustable make-up chair
  - make-up lighting at each workstation
  - trolley
  - magnifying mirror
  - client gown
  - apprppriate supply of small towels
  - disposable spatulas
  - tissues
  - professional skin care and make-up range
- relevant workplace documentation, such as:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different make-up requirements.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- evaluation of make-up plans prepared by the candidate to determine whether client or production requirements have been met, and correct procedures and make-up products have been identified and applied
- observation of the candidate applying make-up in a production context
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for

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example:

- SIBXFAS201A Design and apply make-up.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
- male or female clients.

Contraindications may include:

- bacterial, viral or fungal infections
- acne
- impetigo
- scabies
- rashes
- boils and carbuncles
- sunburn
- candidiasis
- trauma
- bruises
- other visible non-normal skin.

Appropriate professional may include:

- medical practitioner
- complementary therapist.

Skin types and conditions may include:

- normal, dry, oily or combination
- sensitive
- mature
- pigmented
- colour and tone.

Cleansing products may include:

- soaps
- milks
- creams.

Context may include:

- business or social
- day or evening
- wedding
- glamour

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- drama
- fashion
- commercial
- special occasion
- catwalk.

Product outcomes may include:

- black and white images
- colour images.

Lighting type may include:

- artificial
- natural.

Print procedures may include:

- types of print
- chromatics
- types of glass.

Make-up plan may include:

- areas requiring correction or camouflage
- colour design
- single appearance
- location
- dramatic considerations
- lighting
- camera angles and shots
- continuity issues
- face shape
- highlighting and shading techniques
- known allergies
- location, such as:
  - interior
  - exterior
  - studio
- make-up products and equipment
- product application procedures
- testing arrangements.

Make-up products may include:

- pre-make-up products and stabilisers
- blushers
- cleansers
- concealers
- eye shadows (matte/frosted)
- fixative
- foundation (liquid/solid)
- lipsticks and lip glosses
- mascaras (powder, liquid, wand or block)
- moisturisers
- pencils

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- powders
- pre make-up products and stabilisers
- protective gels and creams
- sunscreen
- toners.

Tools and equipment may include:

- airbrushes
- artificial lashes
- containers and trays
- cotton buds
- hairclips and bands
- lash curlers
- magnifying mirror
- make-up box
- make-up remover pads
- moist towelettes
- pallets or tiles
- pencil sharpeners
- powder puffs
- protective bibs and smocks
- spatulas
- sponges, brushes and applicators
- tissues
- towels
- tweezers.

Relevant legislation and codes may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety regulations
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene procedures in a cosmetic environment
- protective clothing and substances
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency.

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Unit Sector(s)

Cross-Sector

Competency Field

Facial Services

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SIBXFAS201A Design and apply make-up

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design and apply suitable facial make-up to meet client requirements.

Application of the Unit

This unit describes the function of performing a make-up service. The make-up is designed in response to a facial analysis and client brief. It could be a regular service, product demonstration or make-up for a special occasion.

The unit applies to beauty operators in beauty salons, retail cosmetic outlets and a range of other locations. It involves known routines, methods and procedures where some level of discretion and judgement is required.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client.	1.1 Gown and prepare ***client*** for service according to ***workplace procedures***.
	1.2 Identify and explain ***contraindications*** to client and refer to an ***appropriate professional*** where required.
	1.3 Assess client's ***skin type and condition*** to determine appropriate product application techniques.
2 Cleanse face.	2.1 Identify suitable ***cleansing products*** for client's skin type and different areas of the face and neck.
	2.2 Thoroughly cleanse client's skin on face and neck area.
3 Analyse face and design make-up plan.	3.1 Assess the facial shape and area to determine correct product application.
	3.2 Identify and explain facial areas requiring corrective or camouflage make-up to the client.
	3.3 Identify and design a suitable image for a ***context or occasion***.
	3.4 Apply ***colour design principles*** according to client requirements.
	3.5 Design a ***make-up plan*** and confirm with client.
4 Select products and equipment.	4.1 Select suitable ***make-up products*** and confirm with client.
	4.2 Select ***tools and equipment*** according to manufacturer recommendations and make-up plan.
5 Apply make-up.	5.1 Apply products, tools and equipment safely and sequentially according to make-up plan and manufacturer recommendations.
	5.2 Explain procedures and products to client during each stage of the application.
	5.3 Evaluate make-up application against client expectation and agreed make-up plan.
6 Apply false eyelashes.	6.1 Perform and evaluate a patch test to determine ***adverse effects***, including reactions to products.
	6.2 Apply adhesive materials and false eyelashes safely and sequentially avoiding contact with the eye surface and according to manufacturer recommendations and workplace policies and procedures.
	6.3 Evaluate the result against client's expectations and the agreed treatment plan.
7 Advise on further product use.	7.1 Advise client of suitable skin care and make-up products and make-up techniques to maintain self-application and the desired image.
	7.2 Clearly explain products, tools and equipment and demonstrate

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application as required.

7.3 Explain possible contraindications and adverse effects to client.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to:
  - respond to contraindications and adverse effects
  - analyse client's face and requirements and design a make-up plan based on:
    - facial shape
    - colour analysis
    - skin types and conditions
    - facial areas requiring camouflage or correction
    - context for the make-up service
  - apply a range of cleansing and make-up products
  - apply false eyelashes
- literacy skills to:
  - read and interpret documents, such as manufacturer's product instructions, product safety data sheets and records of previous treatments
  - develop make-up plans and record service outcomes
- numeracy skills to manage product quantities and service times.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations
- relevant occupational health and safety regulations and requirements
- infection control procedures and the application of universal precautions
- appearance of common skin types and conditions, including:
  - normal, dry, oily or combination
  - sensitive
  - pigmented
  - couperose
  - damaged
  - mature
- appearance of contraindications and adverse effects when applying false eyelashes

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- following in regard to make-up services:
  - facial shapes and their relationship to the elements and principles of design
  - effects of natural and artificial light on cosmetics
  - colour design principles
  - colour wheel
  - primary, secondary, complementary colours, and grey scale
  - tonal value, hue and shade
- cosmetic ingredients in relevant make-up products, particularly in regard to their likely effects on the skin
- effect of changes created by specific make-up products and colour application techniques
- workplace skin care and make-up product range
- effects and benefits of a defined range of workplace skin care and make-up products.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying standard infection control precautions
- recognising and managing contraindications and adverse effects
- analysing client's face and the context of service, and designing and recording a make-up plan, including:
  - facial areas requiring highlighting or shading
  - product application techniques
  - areas requiring corrective make-up
  - recognition of client image and occasion
  - colour design principles
  - application to natural and artificial lighting
- applying a variety of make-up products
- advising on relevant skin care and make-up products and demonstrating techniques of self-application to the client.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the

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assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - individual client workstation
  - adjustable make-up chair
  - make-up lighting at each workstation
  - trolley
  - magnifying mirror
  - client gown
  - approppriate supply of small towels
  - disposable spatulas
  - tissues
  - a professional skin care and make-up range
  - a retail skin care and make-up range
- relevant workplace documentation, such as:
  - manufacturer's equipment instructions
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different make-up requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- evaluation of make-up plans prepared by the candidate to determine whether client requirements have been met and correct procedures and make-up products have been identified
- direct observation of the candidate applying make-up
- written and oral questioning appropriate to the language and literacy level of the learner, to assess the required

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skills and knowledge of this unit.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXFAS202A Design and apply make-up for photography.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may be:

- from a variety of age groups
- new or regular clients with routine or special needs
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Workplace procedures may include:

- health and hygiene
- workplace time frame allocated for service
- product range and manufacturer instructions
- environmental protection practices, such as:
  - waste minimisation
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency.

Contraindications may include:

- bacterial, viral or fungal infections
- acne
- impetigo
- scabies
- rashes
- boils and carbuncles
- sunburn
- candidiasis

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	• trauma • bruises • other visible non-normal skin.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Skin type and condition may include:	• normal, dry, oily or combination • sensitive • pigmented • couperose • damaged • mature.
Cleansing products may include:	• soaps • milks • creams.
Context or occasion may include:	• business or social • day or evening • special occasion.
Colour design principles may include:	• tonal values • colour wheel.
Make-up plan may include:	• client's facial shape • colour design • areas requiring correction or camouflage • highlighting and shading techniques • make-up products and equipment • product application procedures.
Make-up products may include:	• oil-based, water-based, solid or fluid with varying degrees of coverage and pigmentation • pre make-up products and stabilisers • concealers • liquid and solid foundation • powders • eye shadows • eyeliners • blushers • mascaras • false lashes • lipsticks • pencils.
Tools and equipment may include:	• brushes • sponges

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- applicators
- pallets
- lash curlers
- tweezers
- magnifying mirror
- containers and trays
- pencil sharpeners
- spatulas
- make-up box.

Unit Sector(s)

Cross-Sector

Competency Field

Facial Services

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SIBXCCS202A Provide service to clients

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to deliver a complete customer service experience to clients in a personal services environment. It includes reception duties, scheduling client services, responding to client complaints, and identifying and responding to clients' special customer service needs.

Application of the Unit

This unit describes the function of performing a range of customer service tasks in personal services environments, such as beauty salons, hairdressing salons, nail salons and spas.

Communication regarding client service needs may be face-to-face or by telephone.

The unit applies to both beauty operators performing treatments who may also undertake reception duties, and also to reception area staff.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Receive clients.	1.1 ***Communicate*** with ***clients*** according to ***workplace policies and procedures.***
	1.2 Meet client customer service needs and reasonable requests or refer to a supervisor according to workplace policies.
	1.3 Source ***client records*** and establish new cards as required.
	1.4 Enter ***client information*** in ***record system*** according to workplace policies and procedures and ***relevant legislation and codes***.
	1.5 Direct client to designated area for specific beauty service.
2 Deliver customer service to clients.	2.1 Identify or anticipate possible ***contingencies*** and take action to maximise client satisfaction.
	2.2 Recognise and act upon opportunities to deliver ***additional levels of service*** beyond client's immediate request.
	2.3 Farewell clients according to ***workplace policies and procedures***.
	2.4 Use positive verbal and non-verbal communication to develop rapport and maintain contact with client during customer service delivery.
	2.5 Encourage repeat custom by ***promotion of appropriate services and products*** according to workplace policies and procedures.
	2.6 Process sales, returns and refunds according to workplace policies and procedures.
3 Schedule clients.	3.1 Schedule appointments according to the length of time required for services, availability of staff, and space and workplace policies and procedures.
	3.2 Confirm appointments with client and record details on ***appointment system***.
4 Respond to client complaints.	4.1 Establish ***nature of complaint*** by active listening and questioning and confirm with client.
	4.2 Implement ***complaint resolution procedures*** when required according to workplace procedures.
	4.3 Promptly refer unresolved complaints to supervisor.
	4.4 Take opportunities to turn incidents of client dissatisfaction into a demonstration of high quality customer service in line with

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		workplace policies and procedures.
		4.5 Complete workplace ***documentation*** regarding client dissatisfaction or complaint.
		4.6 Take follow-up action as necessary to ensure client satisfaction.
5	Identify clients' special customer service needs	5.1 Promptly identify clients with ***special needs*** or requirements by observation and questioning.
		5.2 Verbally and non-verbally convey a willingness to assist clients.
		5.3 Promptly service client needs, or refer or redirect as required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- customer service skills to sell products and beauty services
- communication skills to receive and schedule clients, make appointments and resolve complaints, including:
  - listening and questioning techniques
  - verbal and non-verbal communication skills
  - negotiation techniques
  - greeting and farewelling techniques
  - dealing with clients in a culturally appropriate manner
  - telephone techniques
- conflict-resolution skills, including techniques for dealing with difficult or abusive clients
- literacy skills to access, interpret and maintain client records
- numeracy skills to calculate service and appointment times.

Required knowledge

The following knowledge must be assessed as part of this unit:

- clients' special needs
- workplace policies and procedures in regard to personal presentation, record keeping, sales, returns and refunds, receiving and scheduling clients, and making appointments
- workplace features, including:
  - workplace product and service range
  - location of workplace areas and sections
  - function and use of workplace telephone and appointment system

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- messages taken in person or by telephone
- client record system
- written record of complaints.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying workplace policies and procedures and safe work practices in regard to the provision of service to clients
- effectively scheduling clients and making appointments
- providing a consistently welcoming client environment by treating clients in a courteous, professional manner using culturally appropriate greetings and farewells
- interpreting the nature of client complaints and taking appropriate action to resolve complaints
- using effective questioning and active listening techniques to consult, reassure and negotiate with clients, while maintaining discretion and confidentiality
- using time effectively.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
  - reception desk
  - telephone
  - retail display area
  - computer with a salon software system
- relevant workplace documentation including:

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- manufacturer's equipment instructions
- product instructions
- workplace policy and procedure manuals, including customer service techniques, personal presentation, complaint handling and complaint resolution

- a range of clients with different service requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - making appointments for clients
  - providing advice on services for clients
  - identifying client special needs
  - responding to client complaints
- role play, written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of:
  - appointment planning
  - communication and problem solving
  - completion of workplace documentation relevant to the provision of service to clients
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS302A Advise on beauty services
- SIBXCCS201A Conduct financial transactions
- SIRXCOM001A Communicate in the workplace.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Communication must include:	• personal • telephone • verbal and non-verbal • culturally appropriate greetings and farewells.
Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds with varying physical and mental abilities.
Workplace policies and procedures may include:	• communicating with clients • customer service techniques • promoting products and services • handling complaints • personal presentation • record keeping • scheduling clients • sales and refunds • complaint resolution.
Client records may include:	• online data • paper-based cards.
Client information may include:	• type of treatments or services • special client needs or requirements • detailed treatment plans • products used • home-care products recommended and purchased • duration of treatment • date and time of treatment • charges and method of payment • name of staff providing treatment.
Record system may include:	• online data • hard copy records.
Relevant legislation and codes may include:	• consumer law • privacy law • occupational health and safety regulations • anti-discrimination legislation • industry codes of practice.
Contingencies may include:	• delays • unavailability of products

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	• dissatisfaction with a previous service or product.
Additional levels of service may include:	• extending the treatment period • offering complementary beauty treatments • offering home-care products • providing information on new products or services • offering hospitality.
Workplace policies and procedures may include:	• communicating with clients • customer service techniques • promoting products and services • handling complaints • personal presentation • record keeping • scheduling clients • complaint resolution.
Promotion of appropriate services and products may include:	• complimentary services, treatments and products • discounted services, treatments and products • special packages of services, treatments and products • seasonal offers of services, treatments and products • trial or sample products.
Appointment system may include:	• online data • paper-based appointment records.
Nature of complaint may include:	• price • quality of service • timeliness of service • range of services.
Complaint resolution procedures may include:	• referral to manager • provide a fuller explanation of product or treatment • refund of charges • repetition of beauty service • replacement of product.
Documentation may be:	• electronic • paper-based.
Special needs may include:	• contraindications to products or services • mobility or other disability assistance • language needs and cultural understandings • payment arrangements.

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Unit Sector(s)

Cross-Sector

Competency Field

Client Services

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SIBXCCS201A Conduct financial transactions

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to communicate with clients and operate a range of point-of-sale equipment to perform sales transactions and reconcile takings. The unit describes the function of performing cash handling procedures and financial transactions relating to services or retail product sales in a personal services environment.

Application of the Unit

This unit applies to a personal services environment that may include beauty salons, hairdressing salons, nail salons and spas. It applies to both beauty operators performing treatments who may also undertake reception duties and also to discrete reception area staff.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the	Performance criteria describe the performance needed to demonstrate

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essential outcomes of a unit of competency.	achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Operate point-of-sale equipment.	1.1 Operate ***point-of-sale equipment*** according to design specifications. 1.2 Open and close point-of-sale terminal according to ***workplace policies and procedures***. 1.3 Clear point-of-sale terminal and transfer tender according to workplace policies and procedures. 1.4 Conduct ***cash handling*** according to workplace security procedures. 1.5 Maintain supplies of change and cash float in point-of-sale terminal according to workplace policies and procedures. 1.6 Attend to active point-of-sale terminals according to workplace policies and procedures. 1.7 Complete records of transaction errors according to workplace policies and procedures. 1.8 Maintain adequate supplies of dockets, vouchers and point-of-sale documents.
2 Perform point-of-sale transactions.	2.1 Complete ***point-of-sale transactions*** according to workplace policies and procedures and ***relevant legislation***. 2.2 Identify and apply workplace procedures in respect to cash and non-cash transactions. 2.3 Identify and apply workplace policies and procedures in regard to exchanges and returns. 2.4 Enter information into point-of-sale equipment. 2.5 Verbally state total price and amount of cash received to ***client***, and tender correct change.
3 Complete sales.	3.1 Complete relevant ***client documentation***. 3.2 Process sales transactions in a timely manner or direct clients to point-of-sale terminals according to workplace policies and procedures.
4 Remove takings from register or terminal.	4.1 Balance register or terminal at designated times according to workplace policies and procedures. 4.2 Separate cash float from takings prior to balancing, and secure according to workplace policies and procedures. 4.3 Supply change to register or terminal according to workplace policy. 4.4 Determine register or terminal reading or print out. 4.5 Remove and transport cash and non-cash documents according to workplace security policies and procedures.

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5	Reconcile takings.	5.1 Count cash and calculate non-cash documents. 5.2 Determine balance between register or terminal reading and sum of cash and non-cash transactions, and record takings.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- technical skills to use point-of-sale equipment and apply procedures, including the following:
  - registers
  - calculators
  - EFTPOS
  - credit cards
  - electronic scanners
  - lay-by
  - credits and returns
  - customer refunds
- time-management skills to complete tasks in a set time frame
- verbal and non-verbal communication skills appropriate to a service environment
- numeracy skills to:
  - calculate a total price
  - count cash
  - balance point-of-sale terminal
  - tender correct change.

Required knowledge

The following knowledge must be assessed as part of this unit:

- cash handling procedures, including:
  - opening and closing point-of-sale terminal
  - clearing terminal and transferring tender
  - maintaining cash float
  - tendering change
  - counting cash
  - calculating non-cash documents
  - balancing point-of-sale terminal

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    - recording takings
    - securing cash and non-cash transactions
    - determining change required and denominations of change
- relevant health and hygiene regulations and requirements
- relevant legislative requirements, including consumer law and occupational health and safety regulations
- workplace policies and procedures in regard to client service and point-of-sale techniques.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying relevant legislation, including consumer law
- operating point-of-sale equipment according to manufacturer instructions and workplace procedures
- applying workplace policies and procedures in regard to cash handling and point-of-sale transactions in a personal services environment
- using time effectively.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- an environment, which includes as a minimum:
    - a reception desk
    - telephone
    - a retail display area
    - a point-of-sale system, including credit card and EFTPOS
    - a computer with a salon software system
    - financial transactions dockets and slips

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    - sample debit and credit card vouchers
    - recording and tally sheets
- relevant workplace documentation including:
    - manufacturer's equipment instructions
    - product instructions
    - workplace policy and procedure manuals in regard to conducting financial transactions
- a range of clients with different transaction requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
    - handling cash transactions with clients according to workplace security procedures
    - recording transaction errors according to policies and procedures
    - balancing register or terminal at designated times
    - counting cash
    - recording takings
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of workplace financial procedures
- completion of workplace documentation relevant to conducting financial transactions
- third-party reports from technical experts.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBXCCS202A Provide service to clients
- SIRXCOM001A Communicate in the workplace.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Point-of-sale equipment may include:

- manual:
  - cash register
  - credit card equipment
- electronic:
  - terminal and screen
  - bar code scanner
  - EFTPOS equipment.

Workplace policies and procedures may include:

- operation of point-of-sale equipment
- cash handling security
- sales transactions
- staffing
- health and hygiene requirements.

Cash handling may include:

- opening and closing point-of-sale terminal
- clearing terminal and transferring tender
- maintaining cash float
- tendering change
- counting cash
- calculating non-cash documents
- balancing point-of-sale terminal
- ensuring security of cash and non-cash transactions
- recording takings.

Point-of-sale transactions may include:

- EFTPOS
- cheques
- credit cards
- smart cards
- lay-by
- credits and returns
- customer refunds
- gift vouchers.

Relevant legislation may include:

- consumer legislation
- privacy legislation
- GST regulations
- occupational health and safety legislation.

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Clients may include:	• new or regular clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds with varying physical and mental abilities.
Client documentation may include:	• order forms • gift vouchers • invoices • receipts.

Unit Sector(s)

Cross-Sector

Competency Field

Client Services

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SIBBSKS201A Pierce ears

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assess client requirements and pierce ear lobes for ornamentation.

Piercing to other parts of the upper body is described in SIBBSKS505A Provide upper body piercing.

Application of the Unit

This unit describes a regular service area in the beauty industry and it applies to the full range of industry environments. The beauty business could be a beauty salon, spa, or retail beauty products environment.

The service is provided in response to a customer brief to pierce an area or multiple areas on one or both ear lobes.

The unit applies to beauty operators performing a prescribed range of functions, involving known routines and procedures. It involves some accountability for the quality of outcomes.

Licensing/Regulatory Information

Relevant state and territory skin penetration legislation and regulations apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client for service.	1.1 Prepare service area, operator, ***client*** and ***equipment*** according to ***relevant legislation*** and ***workplace policies and procedures***.
	1.2 Evaluate client needs and characteristics to enable advice and recommendations for an ear piercing service.
	1.3 Complete parental consent form if client is under-age.
	1.4 Confirm a suitable selection of studs according to client requirements.
	1.5 Identify and explain ***contraindications*** and refer client to an ***appropriate professional*** where required.
	1.6 Identify and note areas of the ear requiring special treatment.
2 Perform ear piercing.	2.1 Prepare earrings, load stud gun, and apply studs according to relevant legislation, manufacturer instructions and workplace policies and procedures.
	2.2 Identify and manage ***adverse effects*** according to workplace policies and procedures.
	2.3 Apply infection control and skin penetration procedures according to relevant legislation and workplace policies and procedures.
	2.4 Match earring placement to location agreed with client.
	2.5 Clean equipment and service area and dispose of piercing equipment according to relevant legislation and workplace policies and procedures.
3 Review treatment and provide post-treatment advice.	3.1 Obtain client feedback and record relevant outcomes of treatment.
	3.2 Provide ***home-care advice*** according to workplace procedures and client needs.
	3.3 Make ***product recommendations*** according to client requirements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
  - identify client requirements and recommend an ear piercing service
  - respond to questions and provide information and reassurance to client throughout the service
- technical skills to:
  - use ear piercing equipment safely
  - apply ear piercing services according to workplace procedures and manufacturer instructions
  - apply infection control and universal precautions
  - respond to contraindications and adverse effects
- literacy skills to read and apply product information and safety data sheets.

Required knowledge

The following knowledge must be assessed as part of this unit:

- relevant health and hygiene regulations, requirements and skin penetration legislation
- relevant occupational health and safety regulations and requirements
- infection control procedures and the application of universal precautions
- appearance of contraindications and adverse effects
- workplace policies and procedures in regard to performing ear piercing services
- ear piercing procedures, including:
  - preparation of service area
  - preparation of products and equipment
  - preparation of client
  - application of studs
  - cleaning and disposing of products and equipment
  - post-treatment procedures
  - procedures for consent forms
  - after-care and home-care advice to clients
- workplace product range and manufacturer instructions or safety data sheets.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applying knowledge of the transmission routes of infectious conditions, and skill in the application of standard infection control precautions
- consulting with clients and agreeing on selection and placement of earrings
- obtaining parental consent where applicable
- recognising and managing contraindications and adverse effects
- selecting, preparing, using and disposing of and cleaning ear piercing equipment according to state or territory Acts and local government regulations, manufacturer instructions and workplace policies and procedures
- evaluating the outcomes of an ear piercing service and advising the client on future treatments, home care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor, as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a fully equipped ear piercing area, which includes as a minimum:
  - an adjustable client chair
  - professional ear piercing guns
  - a range of studs appropriate to the ear piercing guns
  - a range of antiseptic and home-care products
- appropriate cleaning and disinfection products and equipment that comply with local health regulations and requirements
- relevant workplace documentation including:

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- manufacturer's equipment instructions
- product instructions
- manufacturer safety data sheets
- workplace policies and procedures manuals.

- a range of clients with different ear piercing requirements.

For further information on an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - questioning of client to enable advice and appropriate recommendation for ear piercing service
  - cleaning and disposing of piercing equipment according to legislative requirements and workplace policies and procedures
  - providing post-treatment advice according to client needs
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of providing ear piercing services to clients, including post-treatment advice and relevant legislation
- completion of workplace documentation relevant to the provision of ear piercing services
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXOHS001A Apply safe working practices.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present

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with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:	• clients with routine or special needs • male or female clients • people from a range of social, cultural and ethnic backgrounds and age groups with varying physical and mental abilities.
Equipment may include:	• stud gun • autoclave.
Relevant legislation must include:	• state and territory Acts relating to skin penetration services • local government regulations relating to skin penetration services.

Workplace policies and procedures may include:	• health and hygiene
	• environmental protection practices, such as:
	  • safe disposal of sharps and other treatment waste
	  • waste minimisation
	  • resource management
	  • water efficiency
	• designated time frame for service.

Contraindications may include:	• bacterial, viral or fungal infections • rashes • sunburn • scar tissue and lesions • other visible non-normal skin • hypertrophic and keloid scarring tendency.
Appropriate professional may include:	• medical practitioner • complementary therapist.
Adverse effects may include:	• inflammation • infections of the ear lobe.
Home-care advice must include:	• care and maintenance procedures for recently pierced ears • care and maintenance procedures for earrings.
Product recommendations may include:	• antiseptic • remedial products.

Unit Sector(s)

Beauty

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Competency Field

Skin Services

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SIBBRES201A Research and apply beauty industry information

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to access, increase and update knowledge of the beauty industry and relevant industry legislation.

This unit describes the application of research to locate information regarding the beauty industry and its relationship to other industries, and to apply this knowledge to enhance personal work performance in a beauty industry environment.

Application of the Unit

This unit applies to beauty operators in a beauty industry environment, which may include retail cosmetics sales, nail salons, beauty salons and spas. The beauty operators work with some level of autonomy or under limited supervision.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element **Performance Criteria**

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Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Source information on the beauty industry.	1.1 Identify and access ***sources of information*** on the beauty industry. 1.2 Obtain ***information*** that assists effective work performance within the industry. 1.3 Apply knowledge of the beauty industry in the correct context to enhance ***quality of work performance.***
2 Source and apply information on legal and ethical issues for the beauty industry.	2.1 Obtain information on ***legal and ethical issues*** to assist effective work performance. 2.2 Conduct day-to-day ***beauty industry practice*** in accordance with legal obligations and ethical industry practices.
3 Update beauty industry knowledge.	3.1 Identify and use a range of opportunities to update general knowledge of the beauty industry. 3.2 Monitor current ***issues of concern*** to the industry. 3.3 Share updated knowledge with clients and colleagues as appropriate and incorporate into day-to-day work activities.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- research skills to apply basic research techniques, including:
  - identifying relevant information
  - sorting, summarising and presenting information
- communication skills to use questioning techniques to obtain information
- self-management skills to apply relevant information to industry activities.

Required knowledge

The following knowledge must be assessed as part of this unit:

- industry information sources
- role of trade unions, employer groups and professional associations in the industry
- environmental responsibilities of the industry, including waste minimisation and

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recycling
- services and support provided by industry associations
- federal and state legislation, regulations and guidelines that apply to the industry in the following areas (main objectives, requirements and impact on individual staff):
  - health and safety
  - hygiene
  - workplace relations
  - workers' compensation
  - consumer protection and trade practices
  - duty of care
  - equal employment opportunity
  - anti-discrimination
- overview of current and emerging technology used in the beauty industry.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sourcing industry information
- complying with organisational, regulatory and legislative requirements
- applying knowledge of the beauty industry, including main roles, functions and inter-relationships of different industries, with a more detailed knowledge of issues specific to a particular workplace.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- media

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- reference books
- information regarding employer and employees bodies in the beauty industry
- information services
- industry contacts, mentors and advisors
- the internet
- current beauty industry publications
- a beauty industry work team.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range of contingencies, including:
  - identifying and accessing sources of industry information
  - applying information to work activities
- case studies or set assignments requiring the candidate to undertake industry research
- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of developing techniques to update beauty industry knowledge procedures, including methods of accessing industry information
- completion of workplace documentation relevant to developing techniques to update beauty industry knowledge
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor
- third-party reports from experienced beauty professionals in the workplace.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIBBCCS302A Advise on beauty services.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:

- media
- reference books
- libraries
- unions
- industry associations
- industry journals
- internet sites
- information services
- personal observation and experience
- colleagues, supervisors and managers
- industry contacts, mentors and advisors.

Information may include:

- relationships between the beauty industry and other related industries, such as:
  - entertainment
  - fashion
  - health
  - recreation
  - retail
  - hairdressing
  - complementary therapies
- industry working conditions
- environmental issues and requirements
- industrial relations issues and major organisations
- career opportunities within the industry
- work ethic required to work in the industry
- industry expectations of staff
- quality assurance
- new products, technology, techniques, and services.

Quality of work performance may include:

- client service
- hygiene.

Legal and ethical issues may include:

- consumer protection
- privacy
- duty of care

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	• health and hygiene • equal employment opportunity • anti-discrimination • workplace relations • licensing • insurance • training • advertising • confidentiality • overbooking • pricing • gifts and services free of charge • product recommendations.
Beauty industry practice may include:	• housekeeping • client service • treatments and services.
Issues of concern may include:	• government initiatives • emerging markets • new services and procedures • environmental and social issues • labour issues • industry expansion or retraction.

Unit Sector(s)

Beauty

Competency Field

Research

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SIBBFAS201A Demonstrate retail skin care products

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to cleanse skin and apply skin care products for the purpose of retail cosmetic sales.

The unit describes the function of identifying the client's skin type and selecting and applying appropriate personal skin care products in a retail environment. It includes skin cleansing, product application and demonstration. The operator provides product advice in order to assist the customer in making a decision to purchase a product or products from a retail skin care range.

The unit involves the performance of a known procedure where some discretion and judgement is required in the selection of products, equipment, and contingency measures within commercial service time constraints.

Application of the Unit

This unit applies to a retail skin products area, which may be located in a beauty salon, spa, or other retail store. It is applicable as a discrete service or as part of a treatment plan.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1 Prepare client for skin cleansing.	1.1 Prepare service area, ***client*** and self according to ***relevant legislation and codes*** and ***workplace policies and procedures***.
	1.2 Identify and note ***contraindications*** and advise client accordingly.
	1.3 Identify client's ***skin type*** and ***skin condition*** according to manufacturer product manual.
2 Cleanse face.	2.1 Identify suitable ***cleansing products*** for client skin type and for different areas of the face.
	2.2 Apply cleansing products in a prescribed sequence according to relevant legislation, workplace policies and procedures and manufacturer instructions.
	2.3 Thoroughly cleanse client's skin and remove all make-up.
3 Apply skin care products.	3.1 Identify, select and demonstrate skin care products suitable for identified skin types.
	3.2 Apply and remove products in sequence according to manufacturers' product instructions, relevant legislation and workplace policies and procedures.
	3.3 Safely dispose of treatment waste to minimise negative environmental impacts according to workplace procedures.
	3.4 Evaluate results against client expectations and specified outcomes.
4 Advise on further product use.	4.1 Advise client regarding suitable home-care products and treatments from the product range.
	4.2 Explain product use and demonstrate application as required.
	4.3 Explain possible product reactions to client.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

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The following skills must be assessed as part of this unit:

- technical skills to:
  - apply skin care products for the following skin types:
    - normal
    - dry
    - oily
    - combination
  - respond to contraindications and adverse effects
  - recognise the physical appearance of:
    - various skin types
    - normal skin
    - minor skin blemishes
    - inflammation arising from skin care products
- literacy skills to research and comprehend manufacturers' product information
- communication skills to provide product and application advice, along with information regarding possible product reactions to clients
- numeracy skills to:
  - select and demonstrate appropriate product quantities
  - time services according to client and workplace requirements.

Required knowledge

The following knowledge must be assessed as part of this unit:

- provision of relevant health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements
- workplace policies and procedures in regard to selecting and applying skin care products
- anatomy and physiology of the skin as they relate to skin care products, including a simplified cross-section of the skin
- appearance of contraindications and adverse effects
- workplace product range and manufacturer instructions and data sheets
- effects and benefits of a defined range of skin care products.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence	Evidence of the following is essential:

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required to demonstrate competency in this unit

- using effective questioning and active listening techniques to consult, reassure and negotiate with clients
- identifying client skin types and requirements
- recognising and managing contraindications and adverse effects
- reading, interpreting and applying manufacturer instructions
- preparing the face and performing a face cleansing procedure
- advising on and demonstrating product use, home-care and complementary products.

Context of and specific resources for assessment

Assessment must ensure:

- that competency is consistently demonstrated over a period of time and observed by the assessor or the technical expert working in partnership with the assessor as described in the Assessment Guidelines
- that competency is demonstrated in the workplace or a simulated workplace environment in a range of real work situations which may include client interruptions and involvement in other related activities normally expected in the workplace.

Assessment must ensure access to:

- a simulated environment, which includes as a minimum:
  - retail display area
  - a retail skin care range
- relevant workplace documentation including:
  - product instructions
  - manufacturer safety data sheets
  - workplace policies and procedures manuals
- a range of clients with different skin care requirements.

For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of learners performing a range of tasks in an actual or simulated work environment, over sufficient time to demonstrate handling of a range

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of contingencies, including:

- preparing the face and performing a face cleansing procedure
- applying retail skin care products from workplace range, selected according to the client's skin type and condition
- advising on home-care products

- written and oral questioning appropriate to the language and literacy level of the learner, to assess knowledge and understanding of retail skin care products and relevant legislation and policy
- completion of workplace documentation relevant to the demonstration of retail skin care products
- third-party reports from technical experts
- completion of self-paced learning materials, including personal reflection and feedback from a trainer, coach or supervisor.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXSLS001A Sell products and services.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Clients may include:

- new or regular clients with routine or special needs
- female or male clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.

Relevant legislation and codes may include:

- federal, state or territory, and local health and hygiene regulations
- occupational health and safety regulations
- industry codes of practice.

Workplace policies and procedures may include:

- health and hygiene
- workplace product range and manufacturer

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	instructions and product manuals
	• workplace time frame allocated for service
	• environmental protection practices, such as:
	  • waste minimisation
	  • recycling
	  • reuse
	  • energy efficiency, e.g. electricity saving devices and practices
	  • waste disposal
	  • resource management
	  • water efficiency.

Contraindications may include:	• bacterial, viral or fungal infections • acne • impetigo • lice • scabies • rashes • boils and carbuncles • sunburn • candidiasis • other visible non-normal skin.
Skin type may include:	• normal • dry • oily • combination.
Skin condition may include:	• sensitive • dehydrated • damaged • mature • acne.
Cleansing products must include:	• cleansers • toners • moisturisers • masks • exfoliants • remedial products.

Unit Sector(s)

Beauty

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Competency Field

Facial Services

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