

UBT210M

Instruct on product application

Unit reference number: A/615/0749

Level: 2

Guided Learning (GL) hours: 30

Overview

This unit will enable learners to provide a personalised skin care product application lesson to clients. Learners will develop the skills to educate the client on how to identify the correct product to use, which methods of application to employ and how to judge the correct amount of product to use to achieve effective but economic results.

Learners will be able to instruct the client on the application of the correct products, tools and equipment to suit a variety of clients' needs and characteristics during the skin care lesson.

Learning outcomes

On completion of this unit, learners will:

LO1 Know the company requirements for the instruction of product application

LO2 Know how to instruct on product application during a skincare lesson

LO3 Be able to prepare for product application in a skincare lesson

LO4 Be able to instruct on product application during a skincare lesson

Assessment requirements

Learners must complete **all** four assessment requirements related to this unit:

1. Service portfolio
2. Graded practical assessment
3. External examination
4. Graded synoptic assessment

1. Service portfolio

Learners must produce a service portfolio. The service portfolio must contain evidence the learner have:

- Used all equipment and tools
 - Magnifying lamp
 - Mirror with a stand
 - Product prescription chart and consultation sheets
 - Bowls
 - Sponges
 - Hair band
 - Gown/wrap to protect the clients clothing
- Used all products
 - Eye make-up remover
 - Cleansing lotions, milks, creams, foams, oils or gels
 - Skin toners, fresheners, astringents or tonics
 - Moisturising creams
 - Eye creams or gels
 - Neck creams
 - Serums
 - Exfoliating products
 - Masks, setting and non-setting
- Analysed all factors
 - Skin type – combination, oily, dry
 - Skin characteristics
 - Skin conditions – mature, dehydrated, sensitive
 - Age
 - Clients' needs
- Given all types of advice
 - Recommendations for products to use at home
 - Aftercare including removal
 - Possible contra-actions
 - Additional products and services

The service portfolio must be completed prior to learners undertaking the graded practical skills test. Whilst service portfolios will not be graded, they may be sampled by the VTCT External Quality Assurer (EQA).

Evidence from the graded practical assessment must also be presented in the service portfolio.

2. Graded practical assessment

Learners must carry out a complete service which will be observed, marked and graded by centre assessors. The grade achieved in the graded practical assessment will be the grade awarded for the unit.

The graded practical assessment must take place in a real or realistic working environment on a real client. At a minimum the graded practical assessment for this unit must cover:

- Service – one full instruction on skin product application completed as part of the consultation process. Recommended instruction on product application to include facial analysis 30 minutes maximum
- Resources – consultation, face chart and product prescription chart, mirror with a stand, bowl of water, sponges, hair band, gown and a range of professional skin care and tools and equipment. A range of skincare products, to include cleansing products (such as lotions, milks, cream, foams, oils or gels), skin toners (such as fresheners astringents or tonics, moisturising products such as creams or lotions), additional products (such as eye cream or gel, neck creams, serums, exfoliating products, masks (setting and non-setting)
- Techniques – application techniques for all specialist products listed above

Recorded professional discussion can also be used as an assessment method attached to the graded practical assessment and is particularly useful for gathering evidence for criteria related to evaluation and reflection. Professional discussions should be planned and recorded.

3. External examination

Whilst the theory content of LO1 and LO2 may be naturally assessed in the graded practical assessment, it will be tested by an external examination towards the end of the period of learning.

External examinations will test knowledge and understanding from across the whole vocational area (mandatory units). Learners should use the unit content section of this unit to aid revision since exam questions will test the full breadth of this section.

External examinations will be set and marked by VTCT and will contribute to the overall qualification grade.

4. Graded synoptic assessment

In the last term or final third of their qualification, learners will be required to undertake a graded synoptic assessment. This will require learners to carry out a range of services from across the whole vocational area (mandatory units). Assessment coverage will vary year on year, although all services will be covered over time.

VTCT will set a brief for centres which will detail the services to be covered in the graded synoptic assessment. Grading descriptors for the synoptic assessment will also be provided by VTCT.

The graded synoptic assessment will be marked and graded by centre staff and externally verified by VTCT.

The graded synoptic assessment will contribute to the overall qualification grade.

Unit content

LO1 Know the company requirements for the instruction of product application

Learners must know how to set up the work area:

- Prepare the work area to allow for
 - Ease of access and free movement around the work area
 - Effective lighting
 - Hygienic set up of work area
 - Selection of products and equipment to meet the needs of the client
- Ensure a safe working environment
 - Clean and hygienic work area
 - The use of a suitable sterilisation and sanitisation for equipment
 - Effective positioning of couch/stool/trolley (if used) to allow ergonomic and safe practice

Learners must know how professional beauty consultants present themselves:

- Clean professional uniforms create a positive impression of the beauty consultant and the company. Uniforms should be made from a comfortable fabric to facilitate the stretching involved in the service
 - Beauty consultants should wear closed in footwear, no jewellery, no piercings, hair neatly tied back, and any fringe secured, nails well-manicured, short and free of varnish (for facial services)
 - Personal hygiene and cleanliness including showering, covering cuts and abrasions, wearing deodorant or antiperspirant, oral hygiene, including clean teeth, fresh breath, are all important elements of professional presentation

Learners must know the company requirements for record keeping:

- Accurate appointment systems, stationery, loyalty, rewards, acknowledgement of occasions
- How to establish and record clear information that is accurate and in logical order, how to refer to existing records
- Skin sensitivity tests, adaptations and modifications, recommendations
- Service planning and how to update records at the end of the service, update at each visit, maintained electronically, paper records

Learners must know the importance, purpose and methods of patch tests:

- A patch test is designed to alert the consultant to any pre-disposed skin sensitivity on the client's behalf. Any active, new or known ingredient that can potentially produce a reaction is usually patch tested 24-48 hours before service. All patch tests provided need to be noted and recorded, listing all products, where patch test took place on the body and, if appropriate, client signature and date
- Patch testing would include all active or new products to be used within the service such as the cleansing and exfoliation products. Client records need to be updated with results. Conducted to ascertain suitability of products and sensitivity of the client
- Patch test application techniques
 - Cleanse area (either crook of elbow or behind ear)
 - Apply product to the area with a brush
 - Allow to dry
 - Leave on for a minimum of 24 hours
 - Explain positive and negative reactions

- Remove excess product
- Record results on record card, including products used and where placed

Learners must know how to interpret results of the patch test:

- Positive – red, itchy, irritated, swelling, sore
- Negative – no change to skin

Learners must know the correct procedure to take when a contra-action occurs:

- An allergic reaction to products – the client may experience sensitivity or a burning sensation. Remove all products immediately, apply a cold compress, record the information on the client's record card seek medical advice if symptoms persist
- An allergic reaction to skin make-up products – the client may experience redness, itching, swelling, rash, burning or stinging, blistering. Remove all products immediately with suitable remover, clean the area with cool water, apply a cool compress, record the information on their record card, and seek medical advice if symptoms persist.
Recommend hypo-allergenic products

Learners must know the insurance requirements for the delivery of services:

- As a minimum a company should hold where applicable, employer's insurance as well as public liability insurance and professional indemnity

Learners must know the legal requirements for providing services to minors:

- The age at which an individual is classed as a minor and how this differs nationally

LO2 Know how to instruct on product application during a skincare lesson

Learners must know the reasons for carrying out a skin analysis before starting a skin care lesson:

- Consultation is the process for gaining information about the client to assist the make-up consultant in developing their knowledge of the individual. Used to reaffirm the information gathered during a consultation to assist in more accurately identifying skin types, indications for and contra-indications to service. Analysis helps identify the general and specific skin conditions, along with the correct products to use and service to perform

Learners must know the contra-indications to a product application lesson:

- Contra-indications that may prevent service – severe asthma, contagious skin diseases and disorders, bacterial (impetigo), viral (herpes simplex), fungal (tinea), parasitic infestations (scabies), systemic medical conditions, eye infections, acne, boils, severe skin conditions, recent scar tissue, any undiagnosed lumps or swellings, cancer treatments, product allergies
- Contra-indications that may restrict service – anyone undergoing medical treatments, anxiety, medication, e.g. roaccutane, retinols, steroids, epilepsy, diabetes, pigmentation disorders, micropigmentation, botox, dermal fillers, recent dermabrasion or medical peels, IPL or laser and epilation, metal pins and plates, sunburn, psoriasis, eczema, cuts and abrasions, bruises, broken bones, recent scar tissue, hyperkeratosis, skin allergies, styes, respiratory conditions, heart disorder/disease, pacemaker, history of thrombosis or embolisms, high or low blood pressure and pregnancy

Learners must know the possible contra-actions that may occur during or after a skincare lesson:

- Contra-actions and responses – erythema, inflammatory and cleansing response from products, temporary pustules or papules

Learners must know how to effectively respond to contra-actions:

- Discontinue service and remove products. Take remedial action. Record contra-actions

Learners must know the effects of products and which skin types and conditions they are suitable for:

- Cleansing products – used to remove soluble and insoluble dirt such as make-up or sweat
 - Oily eye make-up remover – to remove waterproof mascara, oil based make-up
 - Non-oily eye make-up remover – sensitive eyes, false eyelashes
 - Cleansing milk – dry/sensitive/normal/combo skin
 - Cleansing cream – ultra dry skin, deep cleansing
 - Cleansing lotion – oily/congested/combo skin
 - Facial wash/cleansing gel – oily skin types
- Toners – used to remove excess cleanser and to rebalance the pH of the skin
 - Toner (freshener) – dry/sensitive/mature
 - Toner (astringent) – oily/problem
 - Toner (tonic) – normal
- Exfoliation products
 - Mechanical – facial brush/brush cleanse machine
 - Scrub/grains – uses natural products (e.g. nuts) or cereals (e.g. porridge)
 - Clay – gentler to skin

- Moisturising products – to prevent moisture loss, hydrate the skin, protect from environmental damage
 - Moisturiser – day cream, night cream, eye, lip or neck creams or serums and products designed for skin type
- Setting and non-setting masks – masks are suitable for all skin types, setting are usually for oily skins, non-setting for all skin types, more than one mask can be used on one person, e.g. for a combination skin. Choice based on skin type, condition, target areas of service
 - Clay masks – can be mixed suitable to skin type
 - Peel off masks – choose for skin type
 - Thermal masks – normal/oily/problem skins
 - Warm oil masks – dry/mature
 - Natural masks – ingredients suitable for skin type e.g. avocado, yoghurt, oats, citrus fruits, eggs, honey
 - Cream masks – commercial, pre-prepared, suitable for skin type
- Additional products
 - Awareness of acid peels – glycolic acid, alpha hydroxy acid, for mature and photo-damaged skin
 - Awareness of pre-blended aromatherapy oil – a blend of essential oils which have already been mixed with a carrier oil by the manufacturer. Aromatherapy essential oils consist of tiny aromatic molecules that are readily absorbed via the skin. They have therapeutic constituents that enter the bloodstream and are carried around the body to where they can deliver the beneficial healing powers. When essential oils are pre-blended they do not meet a client's personal and specific need. The oils have been mixed to perform a specific objective, for example to invigorate, relax or to detoxify

Learners must understand the features and benefits of the professional products used during a skincare lesson:

- Features – the special features that may attract the client – e.g. the product is in a plastic bottle, this means that the product container is unbreakable and makes an ideal travel/holiday purchase or the packaging is recyclable. The product is not tested on animals and is vegetarian or vegan. Larger sizes are generally more economical, products can be easily dispensed and this results in minimum wastage; products are more concentrated and will last longer. This may also include the unique selling point (USP) for each product, e.g. the specific ingredient unique to this product and what it can do for the skin that it is only available to purchase within a professional salon setting and is not readily available in the high street
- Benefits – this is what it will do for the client – e.g. a cream cleanser will rehydrate and nourish a dry skin as it dissolves make-up and removes dead skin cell, or it may contain a particular ingredient, e.g. calendula which is particularly soothing and calming on a sensitive skin, it is important to identify with the client's concerns

Learners must have an understanding of professional terminology in relation to ingredients and effects of products:

- Abrasive, anti-oxidant, aqueous, astringent, broad spectrum SPF, ceramides, comedogenic, cosmeceutical, detergent, emollient, emulsifying agent, emulsion, enzyme, essential oils, exfoliating, foaming agents, free radicals, glycolic acid, homogenous, humectant, hyaluronic acid, hydroxy acid, lactic acid, luminosity, occlusive, paraben, photo-damaged skin, phyto nutrient preservatives, retinol, salicylic acid, silicone, skin lightening, titanium dioxide, vitamins a, c, e, water soluble, zinc

Learners must know the different skin types and conditions:

- Oily – excess sebaceous secretions, skin is more prone to open pores, comedones, pustules, papules and tends to be sallow
- Dry – skin will be flaky and skin cells will curl up leaving skin looking dull and often sensitive
- Combination – skin can be a combination of the two skin types mentioned above, most commonly seen as an oily t-zone with drier cheeks
- Skin conditions
 - Dehydrated – lacks the ability to retain water in the tissues (low water levels) looks dull, may feel tight and itchy, fine lines are visible, may feel tight and have fine lines present
 - Mature – skin lacking in oil due to hormonal changes and the natural ageing process, skin loses firmness and begins to slacken, becomes lined and crepey. Facial contours will drop, due to loss of skin and muscle tone, lines and wrinkles will be present, lack of sebum production may make skin drier, pigmentation may be present as well as broken capillaries
 - Sensitive – skin will react easily to stimuli, there will be redness or high colouring, permanent dilated/broken capillaries may be present, and skin may be hot, itchy and swollen, flushes some examples that may cause this condition are poor skincare routines, incorrect products being used, incorrect application techniques, pre-disposition to sensitivity, hormonal imbalances and sun damage
 - Congested skin – lumpy, uneven texture, with comedones, papules, pustules are present, build-up of dead skin cells

Learners must understand the tools, products and equipment available to be able to instruct on skin products:

- Magnifying lamp – the lamp is bright and helps to give good lighting as well as being used to help analyse the client's skin, before the lesson commences
- Mirror with a stand – the mirror needs to be clean and used at a height that is comfortable for the client to be able to see themselves clearly without causing discomfort; it needs to be on a stand as the client will be using both hands to carry out their skin lesson
- Facial skin chart and consultation sheets – used to record the client's personal information, skin types and concerns as well as product recommendations
- Bowls – for clean tepid water used during the cleansing and exfoliating process
- Sponges – these should be new for each client if used, to remove the cleanser and exfoliant efficiently from the skin's surface
- Cotton wool – used damp to remove products from the skin and apply eye make-up remover
- Tissues – to blot the skin if appropriate
- Hair band – used to protect the client's hair from the products
- Gown/wrap – used to protect the client's clothing

- Eye make-up removers – oil-free is most commonly used as it doesn't leave any greasiness in the area, oil-based are suitable for removing waterproof eye make-up
- Cleansers – can include creams, oils, washes, used to remove make-up and dirt from the skin
- Toners – some may include alcohol to remove excess oil from the skin, they also rebalance the skin's pH and may have a hydrating effect, used after cleansing
- Moisturisers – applied to the skin to prevent moisture loss and acts as a barrier and base for make-up
- Exfoliants – applied to the skin to remove dead skin cells and to smooth and soften the skin
- Specialised skin products to include, eye products, sunscreen – applied to the area in accordance with the manufacturer's instructions to meet client's specific needs

LO3 Be able to prepare for product application in a skincare lesson

Use suitable consultation techniques to meet the client's needs:

- Verbal communication – maintain a clear speaking manner and tone, keep conversations focused and professional at all times, be supportive, respectful and sensitive to the client's needs, use open questions related to the lesson
- Non-verbal communication – maintain eye contact with your client, use open body language, e.g. smile, uncross arms and legs. Listen carefully to the client's answers
- Observation and touch – look at the client's skin to identify areas of concern, touch the skin with the client's permission to identify texture and temperature of the skin
- Written – record all information clearly on the record card and product prescription chart

Prepare and check the client, area and equipment prior to the skincare lesson:

- Prepare the clients – complete a consultation sheet for your client and record their skin types, conditions and characteristics, explaining them to the client as you record this. Ensure the client is safely positioned in a chair, with a table or work station to work from. Provide the client with suitable protection for their clothing, e.g. a cape or gown and a head band to protect their hair
- Prepare service area and equipment – ensure that the work area is clean and tidy. Use a height adjustable chair where possible. Create a welcoming atmosphere, well lit, with good ventilation and unobtrusive music. Check that all equipment works. All products need to be available for you to choose the correct range of products for your client's needs. All consultation cards and analysis equipment are to hand, clean and ready to use. Bowls should have warm water and clean sponges or cotton wool available for the client to use
- Prepare service area according to company requirements. Ensure the stool/chair is at the correct working height, sturdy and if possible with an adjustable back-rest
- Ensure all necessary products, tools and equipment are easily to hand in an ergonomic manner
- Provide a modesty/clothing protection gown for the client
- Check the client by completing a consultation
- Use safe working practices
 - Positioning of yourself to avoid injury
 - Positioning of your client
 - Positioning of your equipment

LO4 Be able to instruct on product application during a skincare lesson

Communicate clearly and effectively throughout the instruction of the skincare lesson:

- Educate the client on the products that they need to improve their skin conditions and/or problems. Provide clear recommendations to the client. Speak clearly and confidently about the products that are being recommended

Maintain safe working practices:

- Ensure that all tools are sterilised or sanitised before use, use disposable tools and equipment where possible, disinfect all work surfaces and mirrors, cover any cuts and abrasions, sanitise hands before and after working with the client, use clean towels and gowns on each client, dispose of dirty laundry in covered bin, dispense products with a spatula, pump or spray, maintain good personal hygiene, clean products and replace loose lids and caps on bottles and pots after use. Ensure that there are no trailing wires

Select the correct products to suit the client's skin types and conditions:

- Select the products and equipment that are needed to support the client's skin, based on the outcomes of the consultation and facial skin chart

Instruct the client on skin product application:

- Ensure that the client has clear access to the mirror and can see the skincare application; learners should be either opposite or next to the client
 - Eye make-up and lip make-up remover – demonstrate the amount of product needed for each area. Using damp cotton wool, one square for each eye area, apply a small amount of eye make-up remover, either oil based or oil free, to the cotton pad. Ask the client to apply to each eye and hold for a few seconds before wiping downwards gently with one hand while supporting the tissue with the other hand; advise them to avoid rubbing the area roughly as the skin is very delicate in this area. Once both eyes have been cleansed, apply on the lips in the same manner. Discuss the advantages of using eye make-up remover correctly. Explain the features and benefits of the products chosen
 - Cleansing – choose the appropriate cleanser for the client's skin type, dispense the correct amount of product into the client's hands, ask the client to mirror your application instructions for the product, ensuring that they focus on areas of concern, such as the folds around the nose, or in deep creases of the skin. Instruct client to remove excess product with damp cotton wool or sponges and apply a second cleanse; all make-up should be removed. Discuss the advantages of cleansing the skin correctly. Explain the features and benefits of the products chosen
 - Toning – choose the appropriate toner (if required at this stage). Dispense the correct amount of product needed, again onto damp cotton wool. Get the client to wipe over the skin in upwards strokes to remove any excess cleanser. Spritz toners may be used – demonstrate to the client how to use them correctly to hydrate and cool the skin. Discuss the advantages of toning the skin correctly. Explain the features and benefits of the products chosen
 - Exfoliating – choose the appropriate exfoliant for the client's skin type, dispense the correct amount of product into the client's hands, ask the client to mirror you in application of the products, ensuring that they focus on areas of concern. Instruct on how to remove excess product with damp cotton wool or sponges. Discuss the advantages of exfoliating the skin correctly. Explain the features and benefits of the products chosen
 - Moisturising – choose the appropriate moisturiser for the client's skin type, dispense the correct amount of product into the client's hands, ask the client to mirror you in application of the products, ensuring that they apply the

product evenly. Discuss the advantages of moisturising the skin correctly. Explain the features and benefits of the products chosen

- Specialist products – choose the appropriate specialist product for the client's skin type, dispense into the clients hand's in accordance with the manufacturer's instructions. Instruct the client to mirror you in the application of the products, ensuring that they must apply the product evenly. Discuss the advantages of the application of correct application of the specialist products. Explain the features and benefits of the products chosen
- The client's skin should be cleansed and feel fresh after the application of the skincare products, there should be no evidence of make-up on the client's skin

Provide the client with clear, written skin product application instructions:

- Complete a copy of the product prescription chart, identifying the areas of concern, with the list of recommended products
- The frequency of use needed, e.g. cleansers should be used once in the morning and twice in the evening using the size of a five pence piece mixed with water to make an emulsion, the product should be massaged in to the skin focusing on areas of congestion and washed off thoroughly with tepid water using clean sponges, face cloth or cotton wool

Provide aftercare advice:

- Homecare advice – to include retail products, further treatments or services
- Contra-actions – allergies or redness occurring on the area where the products have been applied. Advise the client to remove any offending products straight away with cool water, apply a cool compress to the area, contact the salon to report the reaction, if symptoms persist the client should contact their GP

Update and maintain service records:

- Record the outcomes of the skin care lesson, product used and recommendations made at the appropriate time, ensuring records are accurate and up to date, record any retail sales or samples given to the client

Skin cancer awareness

Please note this information will not be assessed for the achievement of this unit.

Public awareness of skin cancer has never been higher, and yet skin cancer remains the fastest growing cancer in the UK, especially amongst young people. The chances of a positive outcome can be dramatically increased with early identification and diagnosis.

Professionals in hair, beauty, sports massage and health and wellbeing industries work closely with clients and in many cases have sight of areas of skin which may not be easily visible to the client. An informed awareness of the signs, symptoms and changes of appearance to be aware of when checking for early signs of cancer is a crucial tool for the conscientious practitioner in order to provide the most thorough service and in some cases, possibly lifesaving information signposting.

Signs to look for when checking moles include utilising the ABCDE guide:

A - Asymmetry – the two halves of the area/mole may differ in their shape and not match.

B - Border – the edges of the mole area may be irregular or blurred and sometimes show notches or look 'ragged'.

C - Colour – this may be uneven and patchy. Different shades of black, brown and pink may be seen.

D - Diameter – most but not all melanomas are at least 6mm in diameter. If any mole gets bigger or changes see your doctor.

E - Elevation/evolving – elevation means the mole is raised above the surface and has an uneven surface. Looks different from the rest or changing in size, shape or colour. Anyone can get a suspicious mole or patch of skin checked out for free by the NHS by visiting their doctor, who may then refer to a dermatologist (an expert in diagnosing skin cancer).

If you require any additional NHS information please refer to <https://www.nhs.uk/be-clear-on-cancer/symptoms/skin-cancer>

If your learners are interested in learning more about skin cancer awareness alongside this qualification, VTCT runs the following qualification: VTCT Level 2 Award in Skin Cancer Awareness for Non-Healthcare Professionals.

This qualification has been specifically designed for those working in the sports massage, health and wellbeing, beauty, hairdressing and barbering sectors. It will enable learners to identify any changes to their client's skin and to highlight those changes to the client using appropriate language and communication skills. It will enable the learner to raise awareness of skin cancer and signpost their clients to public information about skin cancer.

This qualification will enable hair, beauty and wellbeing professionals to gain the appropriate knowledge and communication skills required to provide non-diagnostic, professional advice and information to clients in a discrete, empathetic and confidential manner.

For more information please refer to the Record of Assessment book:

<https://qualifications.vtct.org.uk/finder/qualfinder/1Record%20of%20Assessment%20Book/AG20529.pdf>

Assessment criteria

Assessment criteria will be applied to the graded practical assessment. In order to Pass this unit, learners must at a minimum achieve all Pass criteria. The pass criteria relate to the proficient demonstration of skills and knowledge. All criteria within a given grade must be achieved to be awarded that grade.

Learning outcome The learner must:	Pass The learner can:	Merit To achieve a merit grade, in addition to achievement of the pass criteria, the learner can:	Distinction To achieve a distinction grade, in addition to achievement of the pass and merit criteria, the learner can:
LO3 Be able to prepare for product application in a skincare lesson	P1 Use suitable consultation techniques to meet the client's needs	M1 Adjust communication techniques to meet the client's needs	D1 Explain your choice of methods, tools and techniques used during the skincare lesson D2 Review the effectiveness of the service provided
	P2 Prepare and check the client, area and equipment prior to the skincare lesson	M2 Use techniques to promote the retail of products or additional services	
LO4 Be able to instruct on product application during a skincare lesson	P3 Communicate clearly and effectively throughout the instruction of the skincare lesson		
	P4 Maintain safe working practices		
	P5 Select the correct products to suit the client's skin types and conditions		
	P6 Instruct the client on skin product application		
	P7 Provide the client with clear, written skin product application instructions		
	P8 Provide aftercare advice		
	P9 Update and maintain service records		

Assessment guidance

Assessors must use the amplified assessment guidance in this section to judge whether assessment criteria have been achieved in the graded practical assessment.

P1 Use suitable consultation techniques to meet the client's needs

Learners should use a variety of techniques to gain information from their client, e.g. verbal and non-verbal communication, observation and touch. Learners must demonstrate that they have completed a thorough assessment of the client's skin to identify their skin type, condition and any special considerations. Learners must identify the client's current skincare regime, products used before and any notable reactions (either good or bad).

P2 Prepare and check the client, area and equipment prior to the skincare lesson

Learners must demonstrate that they have set their working area correctly in line with organisational procedures. All equipment is tested, checked and confirmed to be in safe working order, prior to the service. All the required products for the service are to hand and are fully stocked in advance, with a good variety available to meet the possible requirements of the client.

P3 Communicate clearly and effectively throughout the instruction of the skincare lesson

Learners must demonstrate that they are able to speak clearly and confidently, avoiding the use of technical jargon. The learner must show a clear understanding of the products and educate the client on the features, benefits and uses of the professional products recommended to improve their skin conditions.

P4 Maintain safe working practices

Learners must demonstrate that they have sterilised and sanitised their tools, equipment and work area before the skin care lesson. The learner must maintain a safe environment throughout the skin care lesson by using disposable equipment where possible, working cost effectively and washing their hands where necessary. The learner must ensure that all waste is disposed of correctly and product bottles and lids are cleaned and replaced after use.

P5 Select the correct products to suit the client's skin types and conditions

Learners must demonstrate that they have a sound knowledge of the professional range being used by selecting the correct products needed to support the client's skin's requirements. Learners must link the products chosen to the completed consultation and facial skin chart.

P6 Instruct the client on skin product application

Learners must ensure that the client has access to all of the tools and equipment needed for a skin care lesson. Learners must demonstrate correct positioning to allow them to educate the client correctly and efficiently. Learners must demonstrate the correct amount of product and the techniques to be used for using eye and lip make-up remover, cleansers, toners, exfoliators, moisturisers and specialist products. Learners must ensure that they always follow the manufacturers' guidelines.

P7 Provide the client with clear, written skin product application instructions

Learners must complete all paperwork clearly and give a fully completed copy of the product prescription chart to the client. The facial skin chart should include all of the products used, the frequency of use and instructions for use.

P8 Provide aftercare advice

Learners must recommend the most appropriate professional products to achieve the client's objectives. Learners must recommend salon products that will have a beneficial effect on the client's skin type, a specific condition or special considerations to help improve texture, tone or the overall radiance of the skin.

Learners must provide service recommendations based on the individual client's needs matched against the beneficial effects of facial services.

Learners must give advice on possible contra-actions that may occur and how to deal with them if they do happen.

P9 Update and maintain service records

Learners must record the findings of the consultation on the product prescription chart and record card at the appropriate time to ensure all records are up to date and all relevant information recorded but flow and continuity of service is not interrupted unduly. Learners will record the outcomes of the skin care lesson and, at a minimum, client skin type, any presenting conditions such as dehydration or sensitivity and any particular areas of concern. The records must include products sold or samples given to the client.

M1 Adjust communication techniques to meet the client's needs

Learners must demonstrate that they have tailored their style of communication to suit and respond to the client. For example, if the client indicates that he/she would like to chat and engage in conversation, the learner will engage in unobtrusive friendly conversation with the client. If the client is more reserved and indicates that he/she does not wish to engage in conversation, the learner should respect the client's wishes and communicate in a discreet manner. Learners must demonstrate throughout the service that all communication with the client is ethical, respectful, unobtrusive and inoffensive.

M2 Use techniques to promote the retail of products or additional services

Learners must demonstrate that they have at a minimum recommended three skincare products and one further service to suit the client's personal needs. Advice on appropriate skin care and home care techniques should be provided to ensure the client's skin is at its optimum for further services as well as offering advice on alterations to personal habits or lifestyle choices, which will further benefit the client's skin. The advice should include the features and benefits of using the specific products recommended.

Learners should recommend further follow-on, alternative or additional beauty services and offer to re-book the client for their next appointment.

D1 Explain your choice of methods, tools and techniques used during the skincare lesson

Learners must be able to explain the reasons for their choice of methods and techniques used in the skincare lesson to ensure the customer fully understands why products and tools have been selected and what benefits they bring. The learner must be able to provide a rationale for their selection of products and techniques. For example, did they choose to apply a serum product and if so, why were these chosen? Why did the learner select the cleanser and moisturiser they used? What are the key benefits and features of the products used and what recommendations for homecare use has the learner provided the customer, to help optimise the effects achieved from the session?

Learners must give justification of adaptations to technique that were made in consideration of achieving the desired outcomes, individually tailored to the customer.

D2 Review the effectiveness of the service provided

Learners must demonstrate clear reflection, assessment and evaluation of the effectiveness of the service. They must draw conclusions to inform decisions on quality improvements to amend and update future service plans. Learners must demonstrate they are able to draw conclusions based on their performance. An evaluation of their verbal and non-verbal communication skills as well as their practical skills will be necessary to achieve an effective review.

Resources

The special resources required for this unit are access to a real or realistic working environment which supports the provision of instructing on product application. The resources required will include magnifying lamps.

Delivery guidance

Teachers are encouraged to use innovative, practical and engaging delivery methods to enhance the learning experience. Learners may benefit from:

- Meaningful employer engagement so they relate what is being learned to the real world of work and understand commercial competency and the use of products, tools and equipment
- Work experience within a commercial beauty salon so they can practise their skills in a real environment
- Using interactive information and technology, systems and hardware so they can learn about concepts and theories; research current trends; research product knowledge and produce visual aids
- Product knowledge for a professional skin care range

Links with other units

This unit is closely linked with the following units:

UCO34M Health, safety and hygiene

The health and safety unit will provide knowledge and understanding of the responsibilities for health and safety as defined by any specific legislation covering the role of a professional therapist. This unit greatly underpins all practical unit delivery. Learners will be required to apply their knowledge and understanding of health and safety when preparing for and providing services/treatments in real or realistic working environment.

UBT204M Principles of effective customer service skills

The customer service skills unit will help develop the key skills and knowledge required to organise and deliver customer service, resolve customer problems, understand the needs of customers and customer retention strategies which are all an integral components of effective customer service strategies. This unit will provide the opportunity to demonstrate excellent customer service, to respond to customer issues, to analyse problems and improve the way in which customer service is delivered in an organisation.

UBT212M Principles of retail sales of make-up, cosmetics and perfumery products

Knowledge of how to identify products and inform the customer of the features and benefits of the products to ensure that they meet their needs. Improving customer service and gaining commitment from the customer to use professional products as well as maintaining the results from the recommended products. This unit will enable learners to make clear, informed selections and recommendations for product use to best inform the customer.

UBT205M Consultation and record keeping

Client consultation is an effective and necessary tool for the beauty consultant to help establish the unique needs and requirements of the customer so they can recommend the most appropriate products and provide the best advice. Effective record keeping will allow the consultant to keep the customer informed of any offers or promotions and will inform any future campaigns as to the specific needs and requirements of the customer, making marketing more effective. The consultation and record keeping unit underpins all technical units within this qualification and should be delivered prior to any technical beauty therapy unit.

UBT201M Make-up applications

The make-up applications unit is a key tool for the beauty counter consultant. Learners will develop the skills and knowledge to be able to understand and apply basic make-up services for a client/model and to be able to adapt them for a variety of occasions. Learners will develop their knowledge and skills to prepare and provide a professional make-up service.

UBT222M Anatomy and physiology for make-up artists

The anatomy and physiology unit will provide knowledge of the structure and function of the skin, hair and nails, as well as the relevant diseases and disorders the therapist is likely to encounter, in the areas under treatment. The anatomy and physiology unit most significantly underpins the knowledge and practical skills gained in the product application unit. Other elements of anatomy and physiology are also relevant to this unit in terms of understanding contra-indications to treatment as well as possible contra-actions.

UBT209M Instruct on make-up application

The instruct on make-up application unit is designed to help the learner to educate the client in the correct professional make-up products for their skin type, conditions and requirements, along with instructions on the right way to use them. The learners' confidence to retail make-up products will be improved along with their product knowledge.

Graded synoptic assessment

At the end of the qualification of which this unit forms part, there will be a graded synoptic assessment which will assess the learner's ability to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification. It is therefore necessary and important that units are delivered and assessed together and synoptically to prepare learners suitably for their final graded assessment.

Version	Details of amendments	Date
v5	Skin cancer awareness page added	14/06/17