



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Qualifi Level 4 Certificate in Microblading to Enhance Eyebrows

Specification (For Centres)

August 2021

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About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160. Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

| | |
|---|----|
| Contents..... | 3 |
| 1 Introduction..... | 4 |
| 1.1 Why Choose QUALIFI Qualifications? | 4 |
| 1.2 Employer Support for the Qualification Development..... | 4 |
| 1.3 Qualification Titles and Codes | 5 |
| 1.4 Awarding Organisation | 5 |
| 2 Qualification Purpose, Rational, Aims Outcomes..... | 5 |
| 2.1 Qualification Purpose | 5 |
| 2.2 Rationale for the Certificate | 5 |
| 2.3 Overall Aims of the Certificate..... | 5 |
| 2.4 Learning Outcomes..... | 6 |
| 3. Delivering the Qualifications | 6 |
| 3.1 Quality Assurance Arrangements | 6 |
| 3.2 Access to Study | 6 |
| 3.3 Entry Criteria..... | 7 |
| 4 Structure of the Qualification..... | 7 |
| 4.1 Units, Credits and Total Qualification Time (TQT)..... | 7 |
| 4.2 Qualification Structure | 8 |
| 4.3 Progression and Links to other QUALIFI Programmes..... | 8 |
| 4.4 Recognition of Prior Learning | 9 |
| 5 Guidance to Teaching and Learning | 9 |
| 6 Learner Support..... | 9 |
| 6.1 Data Protection..... | 10 |
| 7. Assessment | 10 |
| 8. Course Regulations | 11 |
| 8.1 Course Requirements | 11 |
| 8.2 Classification of Awards..... | 11 |
| 8.3. Learner Voice..... | 11 |
| 8.4 Complaints | 11 |
| 9 Equality and Diversity | 11 |
| 10. Further Professional Development and Training..... | 12 |
| Appendix 1: Unit Descriptors..... | 13 |
| QUALIFI Level 4 Certificate in Microblading to Enhance Eyebrows | 13 |
| • Unit CO401: Health, safety and hygiene for aesthetic procedures | 13 |
| • Unit CO402: Client consultation for aesthetics procedures | 22 |
| • Unit AP404: Microblading techniques to enhance eyebrows | 30 |

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives, and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop learner ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational, and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity, and demand for the qualifications.

Discussions and feedback have been taken throughout the development of the qualification on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Titles and Codes

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is:

Qualifi Level 4 Certificate in Microblading to Enhance Eyebrows 603/7797/5

1.4 Awarding Organisation

QUALIFI LTD

2 Qualification Purpose, Rational, Aims Outcomes

2.1 Qualification Purpose

This practical and knowledge-based qualification has been created to further develop and equip practitioners with skills competencies and expertise in using a hand-held microblade to enhance the eyebrows. This qualification will also enable practitioners to gain confidence and practice while gathering evidence in a realistic working environment or real working environment.

2.2 Rationale for the Certificate

The rationale of the Certificate is to provide recognition for those who wish to develop their abilities as a practitioner specialising in elective non-surgical cosmetic procedures to enhance facial features. The Qualifi Level 4 Certificate in Microblading to Enhance Eyebrows is suitable for both experienced practitioners who would like to secure a professionally recognised qualification as well as those new to using a microblade for creating eyebrow hair strokes.

2.3 Overall Aims of the Certificate

The Certificate provides learners with the knowledge and skills to carry out eyebrow enhancement using a hand-held microblade device, enabling learners to gain the necessary knowledge and skills to commence working commercially in the field of aesthetic practice. The Certificate will also provide opportunities for learners to develop the necessary skills and competencies to move on to further study or employment.

2.4 Learning Outcomes

The overall learning outcomes from the units, include skills and knowledge relating to:

- Health, safety, and hygiene for aesthetic procedures - learners will be able to apply their knowledge and understanding of implementing the essential health, safety and hygiene measures when preparing for aesthetic procedures
- Client consultation for aesthetic procedures - underpins the practical technical unit/s within this qualification. Learners will be able to conduct a concise consultation to determine and/or adapt the required procedure/s to meet the client's needs and achieve the desired outcome/s.
- Micropigmentation techniques to enhance eyebrows - learners will be able to enhance the eyebrow features, by creating hair strokes using a hand-held microblade device

3. Delivering the Qualifications

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues Certificates.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Certificate handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in

order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

This qualification is designed for learners aged 18 years and above. Entry to the Qualifi Level 4 Certificate in Microblading to Enhance Eyebrows is through previous achievement of a Level 3 qualification in a relevant discipline. Centres are responsible for ensuring that this qualification is appropriate for the ability of learners and that the learner has the required knowledge, understanding and skills to effectively achieve this qualification.

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be assessed on an individual basis.

In certain circumstances, individuals with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In certain circumstances, individuals with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The Qualifi Level 4 Certificate in Microblading to Enhance Eyebrows is a Level 4 qualification containing 3 credit bearing units with a total of 250 credits for the qualification.

These units have been designed from a learning time perspective and are expressed in terms of Total Qualification Time (TQT). TQT is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework

- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

This qualification is divided into 3 units. All units are mandatory.

Qualifi Level 4 Certificate in Microblading to Enhance Eyebrows

| Unit Reference | Mandatory Unit | Level | TQT | Credits | GLH |
|----------------|---|-------|-----|---------|-----|
| D/618/8183 | Health, safety and hygiene for aesthetic procedures | 4 | 70 | 7 | 40 |
| H/618/8184 | Client consultation for aesthetic procedures | 4 | 80 | 8 | 50 |
| A/618/8482 | Microblading techniques to enhance eyebrows | 4 | 100 | 10 | 60 |

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the Qualifi Level 4 Certificate in Microblading to Enhance Eyebrows can progress to:

- A Qualifi Level 4 qualification
- Qualifi level 4 Certificate in Laser and Intense Pulsed Light (IPL) Treatments
- Qualifi Level 5 Certificate in Aesthetic Practice
- Directly into employment in an associated profession.

4.4 Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess, and so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:

- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

This qualification is vocational as it can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate the knowledge, and critical understanding of theories to practice, which reveals original thought and demonstrates problem solving skills. Recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure
- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism/referencing
- confidential material
- submission.

For further information please contact Qualifi.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Certificate Award.

QUALIFI will issue Certificates to all successful learners through the registered centres.

8.2 Classification of Awards

This qualification is pass/fail.

Decisions about the overall achievements of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 <https://www.gov.uk/equality-act-2010-guidance>. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by contacting QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 1158882323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

QUALIFI Level 4 Certificate in Microblading to Enhance Eyebrows

Unit CO401: Health, safety and hygiene for aesthetic procedures

Unit code: D/618/8183

RQF level: 4

(NOS SKANSC1.2 - Implement and maintain safe, hygienic, and effective working practices during elective non-surgical cosmetic procedures)

NOS and Unit Overview

- This standard is for aesthetic practitioners complying with the maintenance of effective health, safety, infection control and hygiene practices throughout your work in accordance with the non-surgical cosmetic procedure protocol, legislative, regulatory, and organisational requirements.
- This standard is part of the non-surgical cosmetic national occupational standards suite, which includes standards related to botulinum toxin type A to treat excessive sweating, the use of plasma devices, cryotherapy facials and high intensity focused ultrasound energy procedures to rejuvenate skin.
- You will need to identify, assess, and implement control methods in relation to yourself, the working environment including tools, equipment and products, the individual and area to be treated, prior to the non-surgical cosmetic procedure being performed.
- The aesthetic practitioner must have a First Aid at Work qualification or equivalent and be able to carry out the functions within SFHCHS36: Basic life support and have access to life support equipment as identified in the complication management and/or emergency plan.

This unit coexists alongside Qualifi unit:

CO402: Client consultation for aesthetic procedures

NOS Performance Criteria (PC)

You must be able to:

1. maintain your responsibilities for health and safety pre, during and post the non-surgical cosmetic procedure
2. carry out risk assessment(s) prior to undertaking the non-surgical cosmetic procedure to include:
 - 2.1 record the outcomes of the risk assessment(s)
 - 2.2 implement control methods and take appropriate action
3. apply infection prevention and control measures to include:
 - 3.1 universal precautions and standard precautions
4. prepare the working environment in accordance with legislative requirements and organisational policies and procedures
5. prepare and protect yourself and others within the working environment in accordance with legislative and organisational policies and procedures
6. position the individual in accordance with the non-surgical cosmetic procedure protocol
7. use working practices that:
 - 7.1 minimise fatigue and the risk of injury to yourself and others
 - 7.2 use environmental and sustainable working practices
 - 7.3 minimise risk and maintain the individual's safety

8. source and select the equipment, materials, and products to meet the individual's needs, area to be treated and fit for purpose to include:
 - 8.1 associated risks
 - 8.2 according to recognised standards
9. use equipment, materials, and products in accordance with the non-surgical cosmetic procedure plan, legislative requirements and manufacturer's guidance
10. carry out tests to establish suitability for the procedure when required
11. assess and dispose of waste to meet legislative requirements

NOS Knowledge and Understanding (KU)

You need to know and understand:

1. your responsibilities for health and safety legislation covering your job role
2. the local authority's rules and conditions, licensing and/or registration requirements for yourself and your premises
3. why you must comply with ethical practice and work within the legislative requirements
4. your own physical and psychological wellbeing and how this may impact on being able to provide a non-surgical cosmetic procedure safely
5. your responsibility and the reporting procedures for suspected malpractice
6. how and when to seek further advice and support outside the practitioner's remit to include:
 - 6.1 compliance with data legislation
7. how and why you must comply with infection prevention and control procedures, to include:
 - 7.1 universal precautions and standard precautions
8. the hard surface disinfectants to include:
 - 8.1 the chemical compositions and associated risks
 - 8.2 how contact times impact the effectiveness
9. the causes and risks of microbial contamination and methods of infection prevention
10. the skin disinfectants to include:
 - 10.1 the chemical compositions and associated risks
 - 10.2 the impact on the pH scale and barrier function
 - 10.3 how contact times impact the effectiveness
11. the causes, hazards of accidental exposure to clinical waste and how to respond
12. the audit and accountability of working practices and procedures
13. the reasons for adhering to non-surgical cosmetic procedure protocols during:
 - 13.1 preparation of the working environment
 - 13.2 the consultation, assessment, and delivery of non-surgical cosmetic procedures
14. the legislative and organisational requirements for the individual's protection, preparation, dignity, and privacy
15. how safe positioning techniques and working practices can prevent work related injury and ill health
16. the importance of ensuring the working environment is in line with legislative requirements to include:
 - 16.1 lighting and illumination
 - 16.2 heating
 - 16.3 ventilation
 - 16.4 fixtures, fittings, and equipment
 - 16.5 facilities and amenities
 - 16.6 audit and accountability
17. the hazards and risks associated with the non-surgical cosmetic procedure environment, equipment, materials, products, and the controls to be implemented
18. the different types of working methods that promote environmental and sustainable working practices
19. your current insurance and indemnity requirements relevant to the non-surgical cosmetic procedure
20. the legislative, organisational and manufacturers' safety instructions for equipment, materials and products, to include:

- 20.1 storage
- 20.2 handling
- 20.3 usage
- 20.4 disposal
- 20.5 record keeping
- 21. why you must source equipment and products which comply with legislative requirements
- 22. the legislative requirements for tests prior to non-surgical cosmetic procedures, taking into account:
 - 22.1 the purpose of tests
 - 22.2 how and when to carry out tests
 - 22.3 the modifications of the non-surgical cosmetic procedure, as a result of the test outcome
- 24. the reasons for providing and obtaining confirmation of receipt from the individual for the verbal and written instructions and advice pre and post the non-surgical cosmetic procedure
- 25. the legislative requirements for waste disposal

Learning Outcomes, Assessment Criteria, Scope and Range

The following unit has been mapped to the National Occupational Standard

[SKANSC1.2 - Implement and maintain safe, hygienic, and effective working practices during elective non-surgical cosmetic procedures](#)

Please refer to the NOS in full to support unit delivery

| Learning Outcomes To achieve this unit, a learner must be able to: | Assessment Criteria: Assessment of this unit will require a learner to show that they can: | NOS Covered Performance Criteria |
|--|--|--|
| LO1 Prepare for aesthetic procedures using health and safety practices | 1.1 Demonstrate the use of health and safety methods before, during and after the procedure in line with legal guidelines | PC 1 |
| | 1.2 Design and implement, a risk assessment before the procedure | PC 2 |
| | 1.3 Demonstrate preparation of the work area using; legal and regulation requirements, salon/clinic policies and procedures to make sure infection control and prevention is in place | PC 3, 4 |
| | 1.4 Prepare and protect both practitioner and client(s) within the salon for the procedure in line with legal and salon/clinic policies | PC 5 |
| LO2 Comply with health and safety practices for aesthetic procedures | 2.1 Prepare a safe, environmental, and sustainable working methods, for practitioner and client to reduce the risk of injury, and to reduce carbon footprint | PC 6,7 |
| | 2.2 Demonstrate the selection and use of equipment, materials, and products for the planned procedure, for clients and work area, in line with legal, manufacturer's instructions and industry standards | PC 8,9 |
| | 2.3 Demonstrate tests to make sure of the client's fitness for the procedure when required | PC 10 |
| LO3 | 3.1 Demonstrate the sorting and disposal of waste to meet legal requirements | PC 11 |

| | | |
|---|--|--|
| Complete health and safety practices for aesthetic procedures | | |
|---|--|--|

| Learning Outcomes To achieve this unit, a learner must: | Assessment Criteria: Assessment of this unit will require a learner to demonstrate that they can: | NOS Covered Knowledge & Understanding |
|---|--|--|
| LO4 Understand how to prepare for aesthetic procedures using health and safety practices | 4.1 Describe the legal duties for health and safety that cover the practitioner's job role | KU 1 |
| | 4.2 Explain the rules and conditions set by the local council for registering or licensing both practitioner and salon/clinic | KU 2 |
| | 4.3 Justify the preparation of the work area using; legal and regulation requirements, salon/clinic policies and procedures, to make sure infection control and prevention is in place | KU 7 |
| | 4.4 Explain the risks of contamination within a salon/clinic, what can cause it, and chemical methods used to prevent it | KU 8,9 |
| | 4.5 Explain the chemical composition, pH and ingredients relating to skin sterilisers used in the workplace, how they work, and the effects of continuous use over time on the skin. | KU 10 |
| | 4.6 Consider the legal requirements of carrying out tests, their purpose, when and how they should be used | KU 22 |
| LO5 Understand how to use health and safety practices for aesthetic procedures | 5.1 Explain why practitioners must work within legal requirements, ethical methods of working, and comply with a professional code of conduct | KU 3 |
| | 5.2 Evaluate the how personal wellbeing can affect a practitioner's ability to carry out the procedure | KU 4 |
| | 5.3 Describe the duties for reporting suspected malpractice | KU 5 |
| | 5.4 Explain how and when to seek advice and support when needed | KU 6 |
| | 5.5 Describe how to deal with accidental contact with clinical waste | KU 11 |
| | 5.6 Explain the auditing systems in place that all staff must work towards, for the salons working practices and procedures | KU 12 |
| | 5.7 Justify the importance of following salon policies for consultation, services/treatments, and assessments | KU 13 |
| | 5.8 Describe the salon policies and legal requirements for the client's protection, preparation, dignity, and privacy during the procedure | KU 14 |
| | 5.9 Justify the safe working practices and positioning techniques, for clients and staff, that can stop work related injury and ill health | KU 15 |
| | 5.10 Explain why it is important that the fixtures, fittings, and layout of the salon follows legal requirements | KU 16 |

| | | |
|--|--|-------|
| | 5.11 Justify the procedures the salon has in place, to deal with hazards and risks regarding; the salon, equipment, materials, and products | KU 17 |
| | 5.12 Justify the environmental and sustainable working practices used within a salon/clinic | KU 18 |
| | 5.13 Explain the insurance requirements that must be in place to cover services/treatments and the salon/clinic | KU 19 |
| | 5.14 Justify salon policies, manufacturers' instructions, and legal responsibilities for the use, storage, handling, disposal, and record keeping for products, materials, and equipment | KU 20 |
| | 5.15 Explain why practitioners must use products and equipment, which are legally fit for use | KU 21 |
| LO6 Understand how to complete health and safety practices for aesthetic procedures | 6.1 Justify the importance of client confirmation for verbal and written instructions, pre- and post-procedure | KU 24 |
| | 6.2 Explain the legal requirements for the disposal of waste | KU 25 |

Indicative content:

Health and safety - Legal, organisational and health and safety requirements including:

- Health and Safety at Work Act
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire Safety) Order
- The Manual Handling Operations Regulations
- The Control of Substances Hazardous to Health Regulations
- The Electricity at Work Act
- The Environmental Protection Act
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- The Local Government (Miscellaneous Provisions) Act

Hygiene - Covid-19 hygiene safety practices

- **COVID-19 regulations** – [Close contact services - Working safely during coronavirus \(COVID-19\) - Guidance - GOV.UK \(www.gov.uk\)](#) COVID-19 training, screening/temperature of staff and clientele, face coverings, hand washing/anti-bacterial hand gel, social distancing, limiting of numbers in salon, disposable gowns/aprons, client belongings in disposable bags, deep cleaning/disinfecting of workstation trolley and chair between clients, deep cleaning/disinfecting of tools between each client, monitor whole salon not just own clients and workstation.

Maintaining a safe salon

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, no smoking, eating, drinking or drugs in the salon, maintain personal hygiene and professional appearance including the wearing of clean uniforms and the use of PPE (personal protective equipment).

- **Electricity at work** – visual check of equipment, no trailing wires, portable appliance testing.

- **Manual handling** – moving stock safely, lifting, working heights, unpacking.
- **Towels** – wash after use at 60°, clean towel for every client, place dirty towels in covered bin, consider disposable towels/carbon footprint.
- **Reporting of injuries, diseases, and dangerous occurrences** – accident book, reporting diseases, log accidents.
- **Control of substances hazardous to health** – store, handle, use, dispose, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, follow manufacturers' instructions for use.
- **Tests** - follow manufacturer's instructions, salon/clinic guidelines, before during and after the procedure
- **Disposal of waste** – dilute chemicals with running water, environmental protection, salon policies for hazardous waste, single use items, recycle (empties).
- **Product storage** – check end date/stock rotation/recycle packaging, store securely away from heat/damp/direct sunlight, avoid theft.

Scope/range

Working environment

1. Health and safety legislation, regulations, directives, and guidelines
2. Licensing and/or registration requirements
3. Risk assessment(s)
4. Infection prevention and control
5. Fire safety risk assessment
6. Waste management

Waste

1. Non-hazardous waste
2. Clinical
3. Sharps
4. Mixed municipal waste
5. General and confidential
6. Recyclable

Health and safety

1. Health and safety legislation, regulations, directives, and guidelines
2. Local Authority Legislation, licensing and/or registration schemes
3. Environmental Protection
4. Cosmetic Products Enforcement
5. Safeguarding policy

Infection prevention and control procedures

1. Aseptic techniques
2. Single use items
3. Universal precautions
4. Standard precautions

Procedure protocols

1. Working environment
2. Health and safety
3. Risk management plan

4. Infection prevention and control
5. Service plan
6. Informed consent
7. Test outcomes
8. Manufacturer's instructions
9. Additional advice and support
10. Data management
11. Pre- and post-instructions and advice
12. Sustainability
13. Waste management
13. Evidence based practice
14. Reflective practice

Work related injury and ill health

1. Physical injuries
2. Disorders
3. Diseases
4. Mental health
5. Fatigue

Environmental and sustainable working practices

1. Environmental waste management
2. Energy use
3. Environmental core practices
4. Working to commercial times
5. Use bio-degradable and compostable options or products
6. Aware of your own and business carbon footprint

Glossary:

- **Aseptic techniques** - Aseptic techniques are using practices and procedures to prevent cross contamination of pathogens
- **Auditing** - is an official financial inspection of a salon or its accounts
- **Chemical** - liquid treatments for killing germs
- **Clinical waste** - is the term used to describe **waste** produced from activities that may pose a risk of infection
- **Contamination** - something made unclean/contagious by pollution, poisoning, virus
- **Control** - the power to do something
- **Dignity** – treating a client with respect
- **Describe** – providing a broad range of detailed information about the topic in a logical way
- **Duties** – jobs within capability and job role
- **Effectiveness** - the higher the level of usefulness, the greater the success
- **Ethical/ethics** - in the workplace includes obeying the salon's rules, effective communication, taking responsibility, accountability, professionalism, trust, and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way
- **Environmental** - related to the natural world and the impact of human activity on its condition
- **Evidence-based practice** - is based on the best available, current, valid, and relevant evidence
- **Explain** – Apply reasoning to show understanding of underpinning concepts

- **First aid** - First aid can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **Infection** - this happens when a virus enters the body and causes disease, viruses include Covid 19
- **Influence** - a person or thing with the ability to make somebody or something happen
- **Justify** – Giving a detailed explanation of the reasons for actions or decisions
- **Legal** - something required by the law
- **Licensing** - to give a government approved licence to operate microbes such as bacteria, fungi, viruses, and spores.
- **Malpractice** - improper, illegal, or negligent professional behaviour
- **Microbial contamination** - Microbiological contamination refers to the presence of unwanted microbes such as bacteria, fungi, viruses, and spores.
- **Prevention** - stopping something from happening
- **Procedures** - a recognised or official way of doing something, salon rules, code of conduct
- **Regulation** - a rule made and looked after by a local authority/council, local by-laws
- **Requirements** - things that are needed and must be done
- **Risk** - something that may be dangerous
- **Suspected** - you have an idea of the possibility of something but without certain proof
- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive
- **Tests** - can be referred to as patch, allergy alert, tolerance/pain and thermal/tactile depending on the proposed service.
- **Toxicity** - Toxicity is determined by a person's reaction to different dosages of a chemical. Toxicity or adverse reactions can occur from incompatibilities with an incorrect mixture of chemicals.
- **Universal precautions and standard precautions** - Universal precautions are relevant if the practitioner is exposed to blood and/or some bodily fluid. It is the responsibility of the practitioner to implement infection prevention and control measures to prevent exposure to blood borne pathogens or Other Potentially Infectious Materials (OPIM).
Standard precautions are the basic level of infection control that should be used at all times within the working environment, such as hand hygiene, personal protective equipment, risk assessment, respiratory hygiene and cough etiquette, environmental cleaning, and waste disposal. If required, the storage, handling, use and disposal of sharps must be in accordance with legislative requirements.

Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence will be conducted in a work environment. Simulation is not allowed. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

The assessment of knowledge outcomes will be assessed by assignment, oral and written questions.

The assignments and oral and written questions will be externally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of the competence outcomes will require competent performance to be demonstrated to your assessor on at least **two** occasions.

Holistic assessment is encouraged, and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion

Assessment observations will be recorded and will confirm that competence-based assessment criteria have been met. Observation records will include oral questioning and learner responses. Observations will be signed and dated by the learner and assessor. Learner observation records and evidence will be retained in learners' portfolios.

There must be valid, authentic and sufficient evidence for all the assessment criteria.

Suggested Resources

- <https://www.gatewayworkshops.co.uk/products/covid-19-health-safety-and-hygiene-returning-to-work-free-course-for-therap/>
- Five Steps to Risk Assessment HSE books 2006
- <https://www.hse.gov.uk>
- <https://books.hse.gov.uk/>
- <https://assets.publishing.service.gov.uk>
- <https://www.bmla.co.uk>

Unit CO402: Client consultation for aesthetics procedures

Unit code: H/618/8184

RQF level: 4

(NOS – SKANSC1.2 Consult, assess, plan and prepare for elective non-surgical cosmetic procedures)

Unit Overview

- This standard is for aesthetic practitioners carrying out the consultation, assessment, planning and preparation for elective non-surgical cosmetic procedures.
- This standard is part of the non-surgical cosmetic national occupational standards suite, which includes standards related to botulinum toxin type A to treat excessive sweating, the use of plasma devices, cryotherapy facials and high intensity focused ultrasound energy procedures to rejuvenate skin.
- You will need to follow the non-surgical cosmetic procedure protocol, legislative, regulatory and organisational requirements to identify, assess and implement safe, hygienic and effective working practices.
- You must have a First Aid at Work qualification or equivalent and be able to carry out the functions within SFHCHS36: Basic life support and have access to life support equipment as identified in the complication management and/or emergency plan.

This unit coexists alongside Qualifi unit:

CO401: Health, safety and hygiene for aesthetic procedures

NOS Performance Criteria (PC)

You must be able to:

1. carry out a concise and comprehensive non-surgical cosmetic consultation, taking account of:
 - 1.1 the individual's declared medical history and current medical status
 - 1.2 the individual's procedure history
 - 1.3 the individual's skin classification, condition, sensitivity and healing capacity of the treatment area
 - 1.4 the individual's concerns, expectations and desired outcomes
 - 1.5 the individual's physical and psychological suitability for the non-surgical cosmetic procedure
 - 1.6 declared relative and absolute contraindications and restrictions
2. recognise, respond and signpost appropriately in response to any disclosed conditions in compliance with data legislation
3. discuss the individual's objectives, concerns, expectations and desired outcomes to inform the non-surgical cosmetic procedure plan to include:
 - 3.1 alternative treatment options
4. discuss the fee structures and explain how this can impact the individual's choice of non-surgical cosmetic procedures
5. discuss and agree the skin priming programme or recommendations required prior to the non-surgical cosmetic procedure
6. communicate with the individual to determine their capacity to give informed consent
7. assess, discuss, agree and document the non-surgical cosmetic consultation and expected procedure outcomes and associated risks with the individual
8. inform and provide information to the individual of their rights
9. take and store consensual visual media of the individual's treatment area in accordance with insurance requirements, organisational policies and procedures

10. discuss the physical sensation that may occur during the nonsurgical cosmetic procedure with the individual following the procedure protocol
11. discuss the options for pain management
12. develop the non-surgical cosmetic procedure plan
13. provide and obtain confirmation of receipt of the verbal and written instructions and advice given to the individual pre and post procedure

NOS Knowledge and Understanding (KU)

You need to know and understand:

1. the importance of collaboration with competent professionals to support effective and safe working practices
2. why you must comply with ethical practice and work within the legislative requirements
3. the importance to engage in, and document your continuous professional development to include, current and up-to-date information, policies, procedures and best practice guidance
4. the anatomy and physiology relevant to the standard
5. the contraindications or presenting conditions to include:
 - 5.1. the reasons for not naming contraindications if outside your competency or remit
 - 5.2 how and when to refer to other non-healthcare and health care professionals
6. the reasons why medical conditions may contraindicate the nonsurgical cosmetic procedure
7. the legislative and insurance requirements for obtaining medical diagnosis and referral
8. the importance of communicating with the individual in a professional manner and within the limits of your own competencies
9. the factors to consider when creating a bespoke non-surgical cosmetic procedure plan
10. why you must develop and agree a non-surgical cosmetic procedure plan to include:
 - 10.1 declared current medical status
 - 10.2 procedure history
 - 10.3 relative and absolute contraindications
 - 10.4 skin classification, condition and sensitivity
 - 10.5 skin healing capacity
 - 10.6 individual's expectations
 - 10.7 the individual's physical and psychological suitability for the nonsurgical cosmetic procedure
11. the relationship between social, physical, psychological and physiological needs and the procedure objectives
12. the impact of social influences, the media and trends
13. how your own continuous professional development can support the individual to make an informed choice to include:
 - 13.1 alternative treatment options
14. the relevance of establishing the pre-procedural activities relevant to the procedure objectives
15. the importance of assessing, discussing, agreeing, reviewing and documenting the non-surgical cosmetic consultation outcomes
16. the importance of explaining the procedure process, expected outcomes and associated risks
17. the benefits of using visual aids during consultation
18. how to manage the individual's expectations
19. the legislative and indemnity requirements of gaining signed, informed consent for the non-surgical cosmetic procedure
20. the legislative requirements for gaining, recording, storing, protecting and retaining the individual's data
21. why non-surgical cosmetic procedures are prohibited or restricted for minors
22. the age at which an individual is classed as a minor and how this differs nationally
23. the legislative requirements which sets out the rights of the individual and the practitioner
24. the importance of explaining the physical sensation created by the procedure to the individual to include:

- 24.1 how pain threshold and sensitivity varies from individual to individual
- 25. the types of pain management and associated risks
- 26. the legislative, insurance and organisational requirements for taking and storing visual media of the individual's treatment area
- 27. the legislative and regulatory requirements of completing and storing the individuals' non-surgical cosmetic procedure records
- 28. the reasons for providing and obtaining confirmation of receipt from the individual for the verbal and written instructions and advice pre and post the non-surgical cosmetic procedure

Learning Outcomes, Assessment Criteria and Indicative Content

The following unit has been mapped to the National Occupational Standard

[SKANSC1.2 Consult, assess, plan and prepare for elective non-surgical cosmetic procedures](#)

Please refer to the NOS in full to support unit delivery

| Learning Outcomes To achieve this unit, a learner must be able to: | Assessment Criteria: Assessment of this unit will require a learner to demonstrate that they can: | NOS Covered Performance Criteria |
|--|--|--|
| LO1 Consult with the client to identify requirements for aesthetic procedures | 1.1 Carry out a concise and detailed consultation for the procedure requested | PC 1 |
| | 1.2 Recognise and respond to disclosed conditions | PC 2 |
| | 1.3 Discuss and identify the client's objectives, concerns, expectations and desired outcomes, including treatment history and alternative options | PC 3 |
| | 1.4 Discuss and agree instructions and recommendations prior to the procedure and explain the costs involved | PC 4, 5 |
| | 1.5 Communicate with the client to determine their capacity to give informed consent | PC 6 |
| LO2 Carry out checks to inform aesthetic procedures | 2.1 Document the agreed consultation, identifying the risks and expected outcomes | PC 7 |
| | 2.2 Provide the client with information regarding their rights | PC 8 |
| | 2.3 Take and store visual media of the treatment area in accordance with legal requirements | PC 9 |
| | 2.4 Discuss the physical sensation that may occur during and following the procedure including the options for pain management | PC 10,11 |
| LO3 Complete client consultation for aesthetic procedures | 3.1 Develop the treatment plan for the procedure | PC 12 |
| | 3.2 Provide instructions and advice to the client pre and post the procedure | PC 13 |

| Learning Outcomes To achieve this unit, a learner must: | Assessment Criteria: Assessment of this unit will require a learner to demonstrate that they can: | NOS Covered Knowledge & Understanding |
|---|---|---|
| | | |

| | | |
|---|---|--------------|
| LO4 Know how to consult with clients to identify requirements for aesthetic procedures | 4.1 Describe the importance of working with other professionals, to support effective and safe working practices | KU 1 |
| | 4.2 Explain why practitioners must work within ethical, sustainable and legal requirements | KU 2 |
| | 4.3 Justify the reasons for engaging in and documenting continuous professional development of; salon/clinic information, policies, procedures, and best practice guidance. | KU 3 |
| | 4.4 Explain the anatomy and physiology of the body systems, intrinsic and extrinsic factors that affect the skin and the associated risk avoidance protocols | KU 4 |
| | 4.5 Explain the contraindications and presenting conditions, and the options if these are outside the practitioner's remit, including referral to other professionals | KU 5 |
| | 4.6 Explain why medical conditions may prevent the procedure taking place | KU 6 |
| | 4.7 Describe the legal and insurance requirements for obtaining medical diagnosis and referral and signed, informed consent | KU 7 |
| | 4.8 Explain the importance of communicating with the client in a professional manner and within the limits of a practitioner's own abilities | KU 8 |
| LO5 Know how to carry out checks to inform aesthetic procedures | 5.1 Explain the influencing factors when developing and agreeing a bespoke treatment plan. | KU 9 |
| | 5.2 Discuss the importance of identifying diverse needs of the individual and adapting the service accordingly | KU 10 |
| | 5.3 Evaluate the client's physical and psychological suitability for the procedure | KU 11 |
| | 5.4 Investigate the impact of social influences, the media and trends | KU 12 |
| | 5.5 Explain how a practitioner's CPD can support clients to make an informed choice, including alternative treatments | KU 13 |
| | 5.6 Explain the relevance of establishing pre-procedural activities relevant to the procedure objectives | KU 14 |
| | 5.7 Justify the importance of assessing, discussing, agreeing, reviewing, and documenting the outcomes of the consultation | KU 15 |
| | 5.8 Justify the importance of explaining the procedure process, expected outcomes and associated risks | KU 16 |
| | 5.9 Explain the benefits of using visual aids during consultation | KU 17 |
| | 5.10 Explain how to manage client's expectations | KU 18 |
| LO6 Know how to complete client consultation for aesthetic procedures | 6.1 Understand the legal and indemnity requirements for gaining, recording, storing, protecting and retaining the client's data and procedure records | KU 19, 20,27 |
| | 6.2 Explain why certain procedures are prohibited or restricted for minors, and when individuals are classed as minors | KU 21,22 |
| | 6.3 Explain the legal rights of the client and the professional | KU 23 |
| | 6.4 Explain the importance of preparing the client for any expected physical sensation or pain, including its management and risks | KU 24, 25 |

| | | |
|--|--|-------|
| | 6.4 Understand the legal, insurance and salon/clinic policy for taking and storing visual media of the client's treatment area | KU 26 |
| | 6.5 Explain the reasons for providing instructions and advice, pre and post the procedure | KU 28 |

Indicative Content:

Scope/range

Disclosed conditions

1. contraindications
2. body dysmorphic disorders
3. physical and psychological condition
4. safeguarding
5. vulnerability issues

Rights

1. reflection time/period to make an informed choice
2. informed consent
3. financial/contractual agreement
4. post procedure support and review
5. the right to request the subject specific qualifications, training and indemnity insurance

Visual media

1. photographic
2. video

Anatomy and Physiology

1. The structure and function of the body systems and their interdependence on each other
2. The intrinsic and extrinsic factors of the skin
3. Associated risk avoidance protocol or danger zones

Instructions

1. the client and practitioner's legal rights and responsibilities
2. immediate and ongoing support and advice
3. complication management and/or emergency plan
4. post procedure expectations and associated time frames
5. pre and post service instructions and care
6. restrictions and associated risks
7. future procedures
8. complaints procedure or concerns protocol

Glossary

- **Anatomy** - the structure of the human body
- **Associated** - linked or connected with something
- **Bespoke** - designed especially for a particular person
- **Best Practice** - commercial or professional processes that are accepted as being correct or the most effective
- **Concise** - to the point, however still including all the relevant information, in as few words as possible.
- **Confirmation** - confirming/agreeing something

- **Consent** - permission for something to happen or agreement to do something
- **Continuous professional development** - process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training
- **Contraindication** - a sign that someone should not continue with a particular service/treatment (relative and/or absolute) because it is or might be harmful (contagious or non-contagious) e.g.: suspected infections, infestations, diseases, disorders (*reference Appendix 2 for further information*)
- **Client characteristics** – gender, age, height, weight
- **Diagnosis** - the process of deciding by examination/consultation the nature and circumstances of a disease or condition
- **Disclosed** - to make something known
- **Dysmorphia** - body dysmorphic disorder, is a mental health condition where a person spends a lot of time worrying about flaws in their appearance, which are often unnoticeable to others
- **Effective** - successfully achieved the results that you want
- **Ethical/ethics** – in the workplace includes obeying the salon's rules, effective communication, taking responsibility, accountability, professionalism, trust and mutual respect for others, knowing what is right and wrong, acting in a socially and morally appropriate way.
- **Expectations** - what a client will require of you
- **Influences** - a person or thing with the ability to make somebody or something happen
- **Influencing factors – aesthetics - something that can prevent or alter a treatment:**
 - **Skin classifications** – Lancer skin types
 - Dry - Feels tight or itchy without enough moisture. Gets rough and flakes, accompanied by small pores. Rarely breaks out
 - Oily - Gets shiny, visible oil on tissue when skin is blotted. Enlarged pores, breakouts not uncommon
 - Combination - Enlarged pores and oil across forehead, nose, and chin. Parts of the face are balanced (normal) or dry. Breakouts not uncommon
 - Balanced (normal) - Fairly uniform without excess oil or flakiness. Breakouts are rare
 - **Skin conditions**
 - Sensitive - Easily reacts with redness and irritation to hot water, alcohol, spicy foods, and products. Requires special care
 - Sensitised - tends to look blotchy with visible dryness and irritation, triggered by external or internal factors like medication reaction, poor diet, too much exposure to UV rays, extreme weather conditions, and as a reaction to harsh skincare products or ingredients
 - Aging or sun-damaged - Begins to lose elasticity. Fine lines and wrinkles begin to appear, skin can sag or appear crepey. Areas of discoloration appear, and skin becomes less smooth
 - Lifestyle – job, family, financial, time, diet, exercise, stress factors
 - Product use e.g., homecare routine products
 - Exposure to UV – sunbathing, tanning treatments
 - Previous treatments – results, reactions, hyper-sensitivity
 - Prior aesthetic treatments e.g., botulinum toxin, dermal fillers, chemical peels, micro-needling
 - Test results – good, bad, caution, positive, negative
 - Nail shape, length and condition
 - **Genotype** - inherited genes responsible for characteristics and traits from parent to offspring, based on the dominant and recessive genes, traits that are unlikely to change or can predispose to conditions:
e.g., eye/hair colour and texture/skin type - ethnicity/blood type/diabetes/heart disease/cancer
 - **Phenotype** - observable physical characteristics and appearance that can change in response to genotype, evolution, the environment and the aging process - nature (inherited genes) and nurture (lifestyle impact):
e.g., weight/height/health/disposition/skin type - characteristics/hair type

- **First aid** - First aid can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **Informed** - having or showing knowledge of a subject or situation
- **Legal** - something required by the law
- **Media** - the internet, newspapers, magazines, television - Facebook, YouTube, Twitter, Instagram, online/paper-based news and magazines
- **Outcomes** - final product or end result
- **Physical sensation** - reaction, sensitivity, tingling feeling on the scalp/skin
- **Physiology** - the functions and activities of living organisms
- **Practices** - actions rather than thoughts or ideas
- **Professional** - a confident, knowledgeable, skilful, ethical to profession
- **Recommendations** - a suggestion that something is good or suitable for a particular purpose or job
- **Referral** - a person recommended to someone or for something
- **Relevant** - connected to what is happening
- **Requirements** - things that are needed and must be done
- **Restricted** - not to be disclosed
- **Rights** - the legal power to do or have something
- **Risk** - something that may be dangerous
- **Sustainable** - being economical with products and not wasting resources, saving energy and costs, reducing your carbon footprint, enabling the environment to continue to thrive at a certain level.
- **Visual media** - visual media is evidence generated through photography or video

Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence will be conducted in a work environment. Simulation is not allowed. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

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and dated by the learner and assessor. Learner observation records and evidence will be retained in learners' portfolios.

There must be valid, authentic and sufficient evidence for all the assessment criteria.

Suggested Resources

- Beauty Therapist's Guide to Professional Practice and Client Care Andrea Barham Nov 2020
- <https://www.hse.gov.uk/>
- <https://www.hee.nhs.uk/sites/default/files/documents/HEE%20Cosmetic%20publication%20part%20one.pdf>
- <https://www.aestheticsforms.com/>
- <https://cosmeticcourses.co.uk/5-steps-perfect-consultation/>
- <https://assets.publishing.service.gov.uk>
- <https://www.bmla.co.uk>
- <https://www.consultingroom.com/Blog/466/cosmetic-consultations-part-1:-managing-client-expectations>
- <https://www.nhs.uk/mental-health/conditions/body-dysmorphia/>

Unit AP404: Microblading techniques to enhance eyebrows

Unit code: A/618/8482

RQF level: 4

Unit Overview

- This unit has been developed to coexist alongside the NOS standards for **SKANSC1.2 Implement and maintain safe, hygienic and effective working practices during elective non-surgical cosmetic procedures** and **SKANSC2.2 Consult, assess, plan and prepare for elective non-surgical cosmetic procedures**.
- This unit is for a Beauty Professional providing microblading treatments to improve and maintain eyebrows.
- The microblading treatment includes preparation of the brow area and implantation of pigment to the eyebrows in line with the client's treatment plan.
- The Beauty Professional will also be required to do a post procedure evaluation and reflection for continuous improvement.
- Users of this unit will need to ensure that their practices reflect up-to-date information, policies, procedures and best practice guidance.
- It is advisable users of this unit are aware of and comply with first aid requirements in accordance with legislation and organisational policies and procedures.

This unit coexists alongside Qualifi units:

CO401 Health, safety and hygiene for aesthetic procedures

CO402 Client consultation for aesthetic procedures

The main outcomes are:

1. Prepare for microblading treatments to the eyebrows
2. Provide microblading treatments to the eyebrows

Learning Outcomes, Assessment Criteria and Indicative Content

| Learning Outcomes | Assessment Criteria: |
|--|--|
| To achieve this unit, a learner must be able to: | Assessment of this unit will require a learner to demonstrate that they can: |
| LO1 Prepare for microblading treatments to the eyebrows | 1.1 Carry out a concise and thorough consultation obtaining consent according to organisational and insurance requirements |
| | 1.2 Discuss the client's pain tolerance to inform pain management strategy |
| | 1.3 Determine the treatment objectives and the design template with the client |
| | 1.4 Confirm and agree with the client, they understand the proposed procedure including expected outcomes, possible contra-actions and adverse reactions |
| LO2 Provide microblading | 2.1. Select the type and size of blade, load and use the equipment according to the treatment protocol and manufacturers' instructions |
| | 2.2 Select and use colour pigments in accordance with the treatment objectives |

| | |
|---|--|
| treatments to the eyebrows | 2.3 Magnify and illuminate the area to be treated |
| | 2.4 Carry out implantation and treatment techniques to create the desired effect, following treatment protocol |
| | 2.5 Monitor the client's wellbeing and monitor the level of skin reaction throughout the treatment, adapt the procedure to suit the client's needs |
| | 2.6 Implement the correct course of action in the event of an adverse reaction to the treatment |
| LO3 Complete the microblading treatments to the eyebrows | 3.1 Confirm that the finished effects meet the treatment plan and the client's satisfaction |
| | 3.2 Complete the client's treatment records and consensual visual media, store in accordance with data legislation |
| | 3.3 Provide written and verbal advice aftercare advice and post treatment aftercare, including the avoidance of activities that may cause contra-actions |
| | Use reflective practice to evaluate the microblading procedure and take appropriate action |
| | 3.4 Record the outcome and evaluation of the microblading procedure, discuss, and agree future procedures |

| Learning Outcomes To achieve this unit, a learner must: | Assessment Criteria: Assessment of this unit will require a learner to demonstrate that they can: |
|---|---|
| LO4 Know how to prepare for a microblading treatment for the eyebrows | 4.1 Justify the consultation, health, safety and hygiene requirements when performing a microblading treatment |
| | 4.2 Discuss the reasons for and factors to consider when creating a design template for microblading |
| | 4.3 Describe the treatment outcomes expected from a microblading procedure |
| | 4.4 Describe the options available for pain management during a microblading treatment and the potential associated risks |
| | 4.5 Explain the legal requirements and restrictions for sourcing, storing and using topical anaesthetics licensed within the UK |
| | 4.6 Explain why you must magnify and illuminate the treatment area |
| | 4.7 Discuss the principles of colour theory in relation to pigment selection, the healing process and its application when used to correct an undesirable colour result after the healing process |
| | 4.8 Explain the different pigment removal techniques and their limitations |
| | 4.9 Understand the anatomy and physiology relevant to a microblading treatment |
| | 4.10 Discuss the relative and absolute contraindications relevant to microblading treatments |
| | 4.11 Describe the different forms of hair growth disorders and how they affect the micropigmentation treatment |
| LO5 | 5.1 Compare and contrast the different types of blades and implantation techniques used to carry out a microblading treatment |

| | |
|---|---|
| Know how to provide microblading treatments to the eyebrows | 5.2 Discuss the types, formulations, uses and limitations of pigments when mixed and diluted, including the treatment objectives, skin and hair classifications and characteristics |
| | 5.3 Evaluate the safety requirements for pigments used in microblading |
| | 5.3 Explain how poor treatment techniques impact the final result |
| | 5.4 Explain the effects of laser treatment on pigment within the skin |
| | 5.5 Describe the possible adverse reactions that may occur during a microblading treatment and how they should be dealt with |
| | 5.6 Explain the reasons for adapting the treatment to suit the client's needs |
| | 5.7 Explain the importance of confirming the finished effects to meet the treatment plan and the client's satisfaction |
| LO6 Know how to complete microblading treatments to the eyebrows | 6.1 Summarise the legal, insurance and organisational requirements for taking and storing visual media of the client's treatment area |
| | 6.2 Discuss the legislative and regulatory requirements of completing and storing the client's treatment records |
| | 6.3 Discuss the purpose of reflective practice and evaluation and how it informs future treatments |
| | 6.4 Justify the importance of collating, analysing, summarising and recording evaluation feedback in a clear and concise way |
| | 6.5 Explain the importance of instructions and advice, pre and post microblading procedures |

Indicative Content:

- Inside and Outside sterile working zone
- Client preparation
- Self-preparation
- Selecting brow pigment
- Template guidelines
- Draw eyebrow template
- Agree eyebrow template design and colour
- Photograph agreed template design
- Desired hair stroke effects
- Treatment techniques
- Client's satisfaction
- Post treatment photographs
- Post treatment advice and information
- Complete treatment records
- Clean down protocols
- Outside sterile working zone
- Inside sterile working zone
- Types, uses, limitations and risks of topical anaesthetics
- Types of blades and effects
- Poor treatment techniques
- Client pain threshold and comfort factors

- Fitzpatrick Skin Type Classification System
- Consequences of inaccurate assessment of Fitzpatrick skin type
- Basic principles of colour theory
- Importance of verbal and written post treatment advice
- Reasons for high quality photographs
- Principles of skin healing
- Pigment fade/colour retention factors

Absolute contraindications requiring medical approval

AHA's, blood thinning medication, chemical peels, chemotherapy, circulatory disorders, contagious diseases, insulin-controlled diabetes, recent dermabrasion, haemophilia, heart disorders, hepatitis, herpes simplex, HIV, hypertrophic scars, inflamed and infected skin conditions and disorders, keloid scars, medication causing a thinning or inflammation of the skin (e.g., steroids, Roaccutane, retinols), moles in the treatment area, pigmented naevi, pregnancy, diagnosed scleroderma

Relative contraindications

Allergies epilepsy, facial surgery, hyperpigmentation, injectables such as botulinum toxin treatment – (allow at least 2 weeks for the botulinum toxin to settle in the skin before carrying out the treatment)

Scope/range

Clients – carried out a minimum of **3** treatments on different clients

1. new
2. existing

Treatment Area – treat all areas

1. eyebrows with existing hair
2. eyebrows with partial hair
3. eyebrow symmetry

Sensitivity tests – in line with manufacturer's instructions

1. pigment

Skin Classification

1. Fitzpatrick scale
2. Glogau photo-damage

Skin characteristics

1. type
2. underlying skin tone
3. condition
4. disorders
5. texture

Hair characteristics

1. terminal
2. vellus
3. sparse

Pigments

1. organic
2. inorganic
3. dilutant
4. adjustor

Safety requirements

1. recording pigment batches used
2. storage of pigment products
3. material data sheets
4. expiry dates

Blades

1. curved
2. U blade
3. round shader blade
4. hard blade
5. flexi blade

Treatment Objectives – considered all

1. defining natural features
2. creating features
3. correcting features
4. improving and balancing features
5. introducing skin colouring

Implantation techniques

1. stroke
2. tap

Treatment Techniques

1. three-way stretch
2. speed
3. pressure
4. angle
5. pigment dipping
6. wrist support
7. posture and positioning
8. treatment passes

Adverse reactions

1. hyperaemia
2. corneal damage/abrasions
3. migration of pigment
4. blistering
5. excessive discomfort
6. oedema

7. bruising
8. hives
9. dizziness
10. fainting
11. stinging
12. nausea
13. anaphylaxis
14. pain
15. hypertrophic or keloid scars

After care advice and recommendations

1. treatment maintenance
2. avoidance of activities and products that might cause contra-actions
3. post treatment expectations and associated time frames
4. future treatment needs and home care products and their use

Anatomy and physiology

1. the structure and functions of the body systems and their interdependence on each other
2. the structure and function of the hair and hair growth cycle
3. the different types of hair growth disorders
4. skin diseases, disorders and conditions
5. the aging process of the skin including the effects of genetics, lifestyle and the environment
6. the skin and wound healing process
7. the location and function of the muscles responsible for facial expression
8. the facial and anatomical structures
9. the purpose and function of phagocytes and how they affect the pigment
10. the structure and function of the eye and eye orbit

Glossary

- **Absolute contraindication** - An absolute contraindication is a condition that prevents the service from being carried out and may require referral.
- **Adverse reaction** - An adverse reaction is an 'unexpected' reaction or outcome following a service, i.e., fainting
- **Anatomy and Physiology** - How the skeletal, muscular, circulatory, lymphatic, respiratory, excretory, digestive, endocrine and nervous systems interact with each other and how they impact the individual, service and outcomes.
- **Contra-action** - A contra-action is an 'expected' reaction or outcome following a service, i.e., erythema
- **Fibroblast** – a cell found in the dermal layer responsible for secreting collagen, elastin and hyaluronic acid. These make up the extra cellular matrix.
- **First aid** - First aid can refer to first aid at work qualifications or equivalent and first aid mental health awareness.
- **Protocol** - A protocol is a standard procedure to ensure best practice and compliance when providing services, i.e., follow manufacturer's instructions.
- **Relative contraindication** - A relative contraindication is a condition that requires an assessment of suitability for the service and/or if adaptations are required.

Delivery and Assessment Guidance

The knowledge in this unit may be delivered by lectures and/or e-learning through a Learning Management System (LMS) with online support features.

All assessment of occupational competence will be conducted in a work environment. Simulation is not allowed. Learners' competence will be assessed using methods that are appropriate for the assessment of skills knowledge and understanding.

The assessment of knowledge outcomes will be assessed by assignment, oral and written questions.

The assignments and oral and written questions will be externally set, internally marked, against a mark scheme, verified internally and externally quality assured by Qualifi.

The assessment of the competence outcomes will require competent performance to be demonstrated to your assessor on at least **three** occasions.

In addition to the three observed treatments required, learners will be required to produce evidence of an additional **6 case studies**. The case studies must include at least **one client** with no or very sparse hair and one infill of hairs in an existing eyebrow. All case studies must take a **minimum of 3 months** to complete and evidenced in the portfolio prior to examination. Evidence must include before, after and healed photographs. Case studies **must not include** 'top up' clients.

Holistic assessment is encouraged, and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion

Assessment observations will be recorded and will confirm that competence-based assessment criteria have been met. Observation records will include oral questioning and learner responses. Observations will be signed and dated by the learner and assessor. Learner observation records and evidence will be retained in learners' portfolios.

There must be valid, authentic and sufficient evidence for all the assessment criteria.

Suggested Resources

- Beauty Therapist's Guide to Professional Practice and Client Care, Andrea Barham Nov 2020
- The Microblading Bible, Corinne Asch Sept 2017
- The Pillars of Microblading – Principles of microblading for beauty professionals, Sergi Diaz 2020
- Cosmetic Tattoo Permanent Makeup Micro-pigmentation Training Manual, Robyna Smith-Keys
- Handbook of micropigmentation Therapeutic and Cosmetic by Amit Kerure and Satish Udare May 2020
- How Fitzpatrick And Melanin Influence The Cosmetic Tattoo: A Useful Guide For The PMU Artist, Rose Prieto April 202
- Color Theory For Cosmetic Tattooists: Understanding Pigment Application And Selection For Permanent Make-Up, Bookworm Havening Publishing Dec 2020