



# USER AND AUDIT GUIDE

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SKIN DEEP LEARNING



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# INTRODUCTION

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As a Skin Deep Learning customer, you are probably already familiar with the Skin Deep Learning System and can demonstrate compliance with the Principles of Assessment and the Rules of Evidence if you are audited. If this is the case this Guide will be a refresher, but if you are relatively new to the Skin Deep Learning System, this Guide will come in very useful at audit.

**SECTION 1** sets out some of the various roles and responsibilities of RTOs using Skin Deep Learning resources. We are sure that you are aware that compliant third-party resources only ensure RTO compliance if they are contextualised and used and implemented properly.

**SECTION 2** provides you with step-by-step instructions on how to properly use Skin Deep Learning resources to collect evidence of competency. This starts with preparation for the student cohort, classroom teaching and then on to practical training which leads to the assessment of competency. This section will outline how to collect adequate evidence for each stage of the student journey and explains where each piece of evidence can be found. It is important to understand how the Skin Deep System works so that you can explain at audit how you contextualise and implement the resources in your RTO.

**SECTION 3** is the part that will help you the most at audit, as it will take you through some common questions that auditors may have about the resources. This information has been collected from samples of our customers who have been audited where questions have been raised. We find that the same questions and concerns often come up at audits, so this will provide you with a guide on how to satisfy the auditor's concerns. Of course, you need to be using the resources correctly in order to do this. This means no classroom copies, photocopying of resources and changing of resources, and you should be using the current version of resources.

It is important to ensure you have performance benchmarks to use when observing students performing practical tasks. The Observation Checklist on its own is not valid evidence. The RTO must have a set of observable behaviours that a student needs to demonstrate to be competent at a task. Skin Deep Learning has created a Performance Benchmark Guideline to support RTOs with this requirement, however, this document **MUST** be contextualised to the RTO's training environment and the learning needs of the student cohort. As part of the teaching preparation process, all trainers who are assessing a unit should review the Performance Benchmark Guideline and accept or contextualise the performance benchmarks. Best practice is for your training and assessment team to work together to form a 'Master' document. This is the agreed standard to which all students in your RTO will be judged to assess competency. This is part of your moderation process and will be advantageous when it comes to validation time. If the RTO is using Skin Deep Learning assessments that have not yet been converted to the new templates, the RTO must create their own Performance Benchmark Document.

Skin Deep Learning has a rigorous Continuous Improvement process, which means the resources are constantly improved through feedback channels. We take feedback from students, industry professionals, trainers, assessors, compliance personnel and auditors. This feedback is collated and put through a consultation and verification process before being used in our resource updates. This means, that you, the RTO, get the benefit of using resources that have had input from hundreds of sources, rather than relying on personnel solely from your RTO. The Continuous Improvement activity is distributed to Skin Deep Learning's customers on an annual basis through the Continuous Improvement Report.

The RTO standards require each RTO to develop its training and assessment strategies, practices and resources in consultation with industry. There is now an enhanced focus on industry engagement in the Continuous Improvement Report. This will allow RTOs to demonstrate how the resources and the Skin Deep Learning method for training and assessment have been developed with a range of industry experts.

## *Who should read this guide?*

- Teachers using the Skin Deep Learning resources
- Compliance professionals working within one of our customer's organisations
- Head of Schools or equivalent who will partake in audits
- Auditors who are auditing an RTO that uses Skin Deep Learning resources

# SECTION 1

## ROLES AND RESPONSIBILITIES

Skin Deep Learning has worked with many compliance professionals and Industry experts to produce the highest quality resources we can. However, there are some areas that are outside of our control and are the responsibility of the RTO. In order to try and help, here are a few common examples that clarify some of the RTO's roles and responsibilities.

The following section gives an overview of the Principles of Assessment as they relate to the Skin Deep Learning resources. These can be found on the ASQA website, clicking on the below website or by typing the following into a web browser:

<https://www.asqa.gov.au/standards/chapter-4/clauses-1.8-1.12>

### Fairness

The RTO has an obligation to inform the learner about the assessment process. In order to do this, the RTO needs to understand the Skin Deep Learning assessment methodology (read the step by step guides on page 9 to understand the methodology). This methodology should be explained to the student prior to enrolment so that the student obtains a clear understanding of what is required of them to achieve a competent outcome.

#### **Action for RTO: RTO must create their own cover sheets.**

Skin Deep Learning does not provide cover sheets that explain the details of how the RTO will engage with the student, their appeals process, student authenticity, and any other relevant information that relates to the student studying with that particular RTO. The RTO must create their own cover sheets with this information.

### Flexibility

Skin Deep Learning has drawn from a range of assessment methods that are appropriate to the context, the Unit of Competency and the associated requirements. It is the role of the RTO to assess and respond to the flexibility requirements of a student cohort and their needs. This can be documented in the Performance Benchmark Guideline Document. If an individual student has further flexibility requirements the Performance Benchmark Guideline can be tailored to the specific needs of that learner and should be assessed accordingly.

Skin Deep Learning draws on a range of assessment methods to suit the AQF level of the unit and the requirements of the Training Package, which include role plays, portfolios, research tasks, oral questions, workplace tasks and direct observation.

#### **Action for RTO: Assess recognised prior learning.**

The RTO needs to assess Recognised Prior Learning (RPL) for each relevant individual, Skin Deep Learning does not provide RPL kits. The RTO must purchase or develop their own RPL kits.

**Note:** Skin Deep Learning strongly recommends that any special fairness and flexibility requirements are documented for the individual and attached to their records. This will assist with the audit process and if the student records are subsequently used for reliability verification.

### Validity

The Skin Deep Learning system is designed to collect specific, detailed, and contextualised evidence that applies to a broad range of skills and knowledge.

The Performance Assessments and supporting documents (such as the Performance Benchmark Guideline, Consultation Forms and Treatment Plans) define what needs to be observed (observable behaviours) in the specific assessment environment.

In the case of the Consultation Form and Treatment Plans the assessor marks these documents as competent prior to the task being carried out. This gives the student and assessor an agreed definition of what will constitute a competent assessment beyond the Performance Benchmarks. These documents, when completed over multiple clients demonstrate a range of skills being applied to a range of situations.

The Observation Checklist then becomes a checklist to collect evidence that the student has performed the task in the way that was defined and agreed upon in the relevant assessment and supporting documentation. The Performance Benchmark Guideline is used to assess competency on the Observation Checklist. The collection of evidence from all of these documents provides a specific, detailed and contextualised confirmation of the student's competency in a range of situations.

#### **Action for RTO: RTO must contextualise Performance Benchmarks.**

Skin Deep Learning provides benchmark answers to many of the Performance Assessment questions and in the Performance Benchmark Guideline. The RTO must review and contextualise the benchmarks and ensure they are contextualised to the RTO's assessment environment.

## Reliability

The Skin Deep Learning Methodology has been designed so that the Knowledge Assessment has been marked as competent prior to performance of an observable event. The observable behaviours are defined by the Performance Benchmark Guideline document and the supporting documents, such as Consultation Forms and Treatment Plans. This evidence is to be used to ensure consistency and later for reliability verification. As such, the Observation Checklist is simply a checklist that follows the overall tasks broken down into a step by step guide in the Marking Guide. It cannot be used for reliability verification without the other supporting documents that provide contextualisation. These supporting documents provide the student and assessor with the definition of the task and the observable behaviours required for a competent assessment.

**Assessment Conditions:** Skin Deep Learning includes the Assessment Conditions in the Performance Benchmark Guideline and maps them on the Evidence Map, however, it is the responsibility of the RTO to ensure that the Assessment Conditions are met, and that their materials and facilities are available, safe to use and properly documented.

**Action for RTO:** RTO must contextualise or create Performance Benchmarks for Observation Checklists.

**Performance Benchmarks:** Skin Deep Learning has created a Performance Benchmark Guideline document with our new assessment templates. When this has been modified by the RTO it forms a consistent basis for judgement of competency in the RTO's training environment. If a Unit of Competency has not been updated yet and does not have a Performance Benchmark Guideline, the RTO must provide their own performance benchmarks to use when assessing competency on the Observation Checklist.

### Example Excerpt Performance Benchmark Guideline

Prepare for service	
11. Prepare treatment area and equipment	<p><i>The student should demonstrate the following to achieve competency when completing No. 11 on Observation Checklist 1</i></p> <ul style="list-style-type: none"> <li>• Ensure there is a basin at the treatment area with hot and cold running water, liquid soap and single use towels or a hand dryer</li> <li>• Ensure the treatment bed is available to use, has been wiped down with disinfectant and free of hazards</li> <li>• Ensure treatment bed is set up with clean linen, or disposable linen</li> <li>• Ensure treatment bed has safe working access at both ends and sides</li> <li>• If wax pot is required, ensure it is turned on prior to service so that wax has melted</li> <li>• Ensure all of the following equipment is available for service and in safe working order                             <ul style="list-style-type: none"> <li>○ Magnifying lamp</li> <li>○ Operator chair</li> <li>○ Individual electricity supply</li> <li>○ Trolley for products, bowls and equipment</li> <li>○ Disposable wax applicators</li> <li>○ Wax pot</li> <li>○ Wax strips</li> <li>○ Tweezers</li> <li>○ Lash lift equipment                                     <ul style="list-style-type: none"> <li>▪ Lash isolating tool</li> <li>▪ Under eye pads</li> <li>▪ Silicone perming rods</li> </ul> </li> </ul> </li> <li>• Ensure all equipment has been sanitised in accordance with the Health and Hygiene Guidelines and workplace policies and procedures</li> </ul>

Assessment conditions covered in the Performance Benchmark Guideline.

# SECTION 2

## HOW OUR RESOURCES ARE CREATED

The following is a flow chart of how Skin Deep Learning resources are created, and when industry is consulted in the development stage.

Industry experts are people that are currently working in industry on a day-to-day basis and are not trainers. We consult with industry experts about current industry practices and the skills they want to see graduates demonstrate.

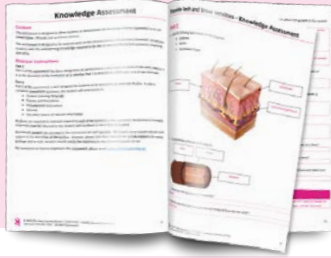
The Industry Expert Teaching Group is a group of trainers that use our resources and let us know where they would like to see improvements and areas where students may struggle. This allows Skin Deep Learning to elaborate in areas where students may have difficulty understanding. This helps to enhance the student journey and achieves better learning outcomes. Refer to our Continuous Improvement Report for more information on how Skin Deep Learning consults with industry.

Refer to our Continuous Improvement Report for more information on consultations with industry experts.



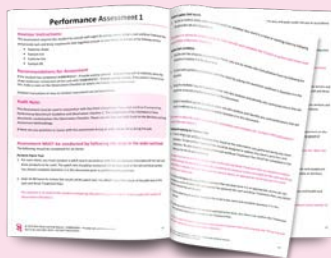
# SECTION 2

## COMPONENTS OF THE SKIN DEEP LEARNING RESOURCES SYSTEM



### *Knowledge Assessment Marking Guide*

Consists of knowledge questions and benchmark answers. This assists the assessor to ensure that the student answers the questions in a manner that provides evidence to meet the Training Package requirements for 'Knowledge Evidence' and some 'Foundation Skills'.



### *Performance Assessment Marking Guide (may be more than 1)*

Consists of two parts. Part 1 consists of an explanation of the tasks that needs to be observed with very comprehensive step by step instructions on how the task should be completed. Part 2 consists of questions about the practical task and provides benchmark answers that guide the assessor to ensure the student has considered factors that are relevant to the 'Performance Evidence', some 'Foundation Skills' and 'Performance Criteria' in the Training Package.



### *Student Knowledge Assessment*

Consists of knowledge questions with blank spaces for the student to write answers. The size of the blank box size is an indicator to the student of the length of answer required to satisfy the question. The answers collate the Knowledge Evidence of the Training Package and is to be completed prior to the Student Performance Assessments.



### *Student Performance Assessments*

The step by step instructions are designed to follow the work flow that the student would undertake to satisfy the requirements of both the Training Package and those of the workplace. Part 2 consists of questions about the practical task that are designed to define and contextualise what is to be observed by the assessor. Aspects of this assessment need to be marked as competent prior to the treatment being carried out (as the questions directly align to the practical task and provide contextualisation to the observation) i.e. the student has correctly defined the task and understands what they have to do to complete the task competently for a specific client and the assessment environment.



### *Client Consultation Form*

An industry relevant form that the client completes as part of the consultation process. The form is reviewed by the student to identify factors that could affect the service. Any factors on the Consultation Form that could affect the service are reported in the relevant Performance Assessment. The assessor must review the completed Consultation Form and mark it as competent before the Treatment Plan is completed.



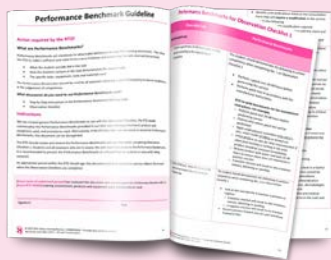
## Treatment/Service Plan

An industry relevant form that is completed by the student that is a definition of the treatment to be performed. It directly aligns to the specific client requirements and characteristics and the prior to the service section is to be marked as competent by the assessor prior to the task being carried out. The Treatment Plan provides further contextualisation of the task and is completed over multiple clients, which shows a range of skills being applied in a range of situations. The after the service section is to be marked as competent after the student has finished the service.



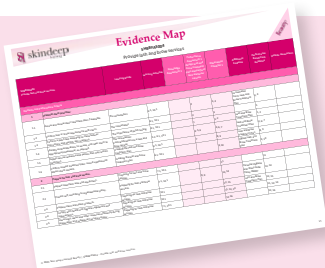
## Observation Checklist(s)

The Observation Checklist follows the Step by Step breakdown of the task in the Performance Assessment. Each step represents an industry relevant observation of the overall requirements of the Training Package. The Observation Checklist should always be used and audited with the Supporting Documents (Performance Assessment, Consultation Form, Treatment plans and 'Master' Performance Benchmark Guideline document ).



## Performance Benchmark Guideline document (contextualised by the RTO)

A set of comprehensive Performance Benchmarks to be used with the Observation Checklist. The Performance Benchmark Guideline provides a set of agreed standards for measuring a student's performance when assessing competency. The RTO should adopt and contextualise the Performance Benchmark Guideline to their own training environment, products and equipment used.



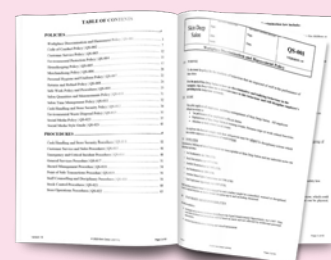
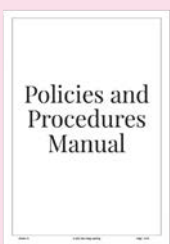
## Evidence Map

A mapping matrix that shows where evidence can be located in all documents in the Skin Deep Learning System, and where holistic assessment (if any) has occurred.



## Student Learning Materials

Engaging, modern, industry supported learning materials that are designed to be read prior to assessment. Completely mapped to the Training Package and have learning activities that are mapped to the Training Package to prepare the student for assessment. These are available in hard copy or online.



## Policies and Procedures Manual

An industry relevant manual that contains sample policy and procedures required by the Training Package. It is to be used to answer learning activities and assessment questions and are generic enough to be adopted by the RTO for student learning purposes.



# SECTION 3

## STEP BY STEP TO USING OUR RESOURCES

### STEP 1 - TO BE COMPLETED BEFORE LESSON PLANNING BY ALL ASSESSORS WHO WILL ASSESS THE UNIT

#### Preparation

*(Reviewing and creating the 'Master' documents)*

1

#### Review Knowledge Assessment Marking Guide

All trainers or assessors who will assess the UoC must review the benchmark answers in the Knowledge Assessment Marking Guide, and contextualise as required. Best practice is for the RTO's trainers or assessors to collectively define what constitutes competency across all Knowledge Assessments. An example may be a contextualisation to equipment used in the RTO, or the state or territory Health and Hygiene Guidelines.

#### Excerpt benchmark answers that may need contextualising

13. Go to the Health and Hygiene and/or Skin Penetration Guidelines for your state or territory and find out the following:

(a) When should you sterilise tools or equipment used to perform beauty services?

If the tool or equipment has penetrated the skin, or become contaminated with blood or body fluid

Benchmark answers like this may need to be contextualised to the state or territory.

2

#### Review Performance Assessment Marking Guide

The trainer or assessor must review the benchmark answers in the Performance Assessment Marking Guide(s), and contextualise as required. Best practice is for the RTO's trainers or assessors to collectively define what constitutes competency across all Performance Assessments. An example may be a contextualisation to products used in the RTO for that service, or the treatment procedure used.

#### Excerpt benchmark answers that may need contextualising

13. Write down at least one (1) home-care product or complementary service you recommended to the client and explain how this product will help the client.

Answers should show an identification of the opportunity to sell products or services to the client. The answer should include the product or service recommended, and a knowledge of why this product or service is complementary to the service the client has just had.

- Gentle eye make-up remover that will not strip colour from the lashes
- Eye cream to suit the client's skin type to maintain the health of their skin in the eye area
- Maintenance services so the client can maintain the results

3

**Contextualise Performance Benchmark Guideline Document**

It is essential in order to satisfy the requirements of Clause 1.8 of the RTO Standards (2015) that Performance Benchmarks are created and used by assessors for the observable task. Skin Deep Learning has provided a Performance Benchmark Guideline document for each unit that provides a comprehensive set of performance benchmarks that the RTO can adopt. However the RTO should contextualise them to their own training environment. It is strongly recommended that a group of trainers and assessors consider this document and add or delete as required to tailor the document to their assessment environment and their student cohort. Once this document has been created it represents the 'Master' that all of the RTO's assessors use during observation of competency. This is necessary for moderation of industry competence. As you know, assessors may have differing ideas of what would constitute a competent outcome, so this should be agreed upon and documented by all assessors prior to assessment.

**!** If the Skin Deep Learning resources have not provided a Performance Benchmark Guideline document, the trainer or assessor group must create their own benchmark document to ensure reliability and validity when assessing competence. These should be kept for audit as evidence of further contextualisation.

**Performance Benchmark Guideline excerpt**

[Insert name of authorised person] has reviewed this document and contextualised the Performance Benchmark Guideline document to the [Insert RTO NAME] training environment, products and equipment used, and procedures used.

---

Signature \_\_\_\_\_ Date \_\_\_\_\_


Should be completed and saved on RTO's files as master document.

**Performance Benchmark Guideline excerpt**

Observable Task	Performance Benchmarks
<b>Perform patch test</b>	
<p>1. Perform a patch test 24-48 hours prior to the service according to the manufacturer instructions</p>	<p><i>The student should demonstrate the following to achieve competency when completing No. 1 on Observation Checklist 1</i></p> <ul style="list-style-type: none"> <li>• Perform a patch test 24-48 hours before performing the service</li> <li>• Perform patch test in accordance with the manufacturer instructions</li> </ul> <p><b>RTO to write benchmarks for the manufacturer instructions. For example:</b></p> <ul style="list-style-type: none"> <li>○ Perform patch test 24-48 hours before performing service</li> <li>○ Cleanse area where patch test will be performed</li> <li>○ Apply small amount of product onto client's skin, either inside of elbow or behind ear</li> <li>○ Leave product on skin for time recommended. If client feels burning or itching in the area, product should be removed immediately.</li> <li>○ Remove product with water and wait 24-48 hours to ensure client does not experience a positive reaction</li> <li>○ A positive reaction will result in skin irritation, redness, blistering or swelling</li> </ul>

RTO should review and contextualise benchmarks to their own training environment.

FIGURE 1 - Example Benchmark Consultation Form - Front



## Client Consultation Form

Client consultation form must be completed in full.

Name Client's name must be completed

Address Client's address must be completed or N/A written

Email Client's email must be completed or N/A written Occupation Client's occupation must be

Phone: Work Client's phone number must be completed or N/A written Mobile \_\_\_\_\_ Home \_\_\_\_\_

If you are under 18, please provide your age: If client is under 18, this section must be completed

### your medical history

Please tick if you suffer (or have ever suffered) from any of the following: **Only to be completed if client has medical conditions listed**

<input type="checkbox"/> Acne	<input type="checkbox"/> Eczema / Dermatitis / Psoriasis	<input type="checkbox"/> Dysfunctions of nervous system
<input type="checkbox"/> Herpes (cold sores)	<input type="checkbox"/> Skin cancer	<input type="checkbox"/> Thrombosis/ Embolism
<input type="checkbox"/> Hormonal imbalances	<input type="checkbox"/> Diabetes	<input type="checkbox"/> Metal implants
<input type="checkbox"/> Blood disorders	<input type="checkbox"/> Epilepsy	<input type="checkbox"/> Allergies including skin sensitivity
<input type="checkbox"/> High/low blood pressure	<input type="checkbox"/> Pacemaker	<input type="checkbox"/> Claustrophobia
<input type="checkbox"/> Circulatory Disorders	<input type="checkbox"/> Loss of tactile sensation	<input type="checkbox"/> Warts
<input type="checkbox"/> Trichotillomania	<input type="checkbox"/> Dry eye syndrome	
<input type="checkbox"/> Asthma	<input type="checkbox"/> Hypertrophic or Keloid scarring	

If any of the above have been ticked, please give details **Must be completed if client has ticked a medical condition**

\_\_\_\_\_

\_\_\_\_\_

Do you currently have any medical conditions not listed above?  Yes (Please give details)  No **This must be ticked yes or no**

Details **If yes is ticked, details must be completed by client**

\_\_\_\_\_

List any medications, supplements or vitamins you take regularly: **This must be completed by client or N/A written**

\_\_\_\_\_

Do you take medication that causes thinning of the skin, such as Accutane?  Yes  No **This must be ticked yes or no**

Have you had radiation or chemotherapy treatments in the past 12 months?  Yes  No **This must be ticked yes or no**

Have you had recent surgery (in the last 12 months) on the area to be treated?  Yes (Please give details)  No **This must be ticked yes or no**

Details **If yes is ticked, details must be completed by the client**

\_\_\_\_\_

Are you currently pregnant, trying to become pregnant or breastfeeding?  Yes  No **This must be ticked yes or no**

Do you wear contact lenses?  Yes  No **This must be ticked yes or no**

### your lifestyle

Do you smoke?  Yes  No **This must be ticked yes or no**

Do you exercise regularly?  Yes  No **This must be ticked yes or no**

Do you follow a restricted diet?  Yes (Please give details)  No **This must be ticked yes or no**

Details **If yes is ticked, details must be completed by client**

\_\_\_\_\_

How much plain water do you consume daily? **This must be completed by client.**

\_\_\_\_\_

How many caffeinated beverages do you drink daily? **This must be completed by the client**

\_\_\_\_\_

How many alcoholic beverages do you consume weekly? **This must be completed by the client**

\_\_\_\_\_

Rate your overall stress levels:  Low stress  Low-medium stress  Medium Stress  High stress **This must be completed**

\_\_\_\_\_

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FIGURE 2 - Sample Benchmark Treatment Plan - Front



# Manicure/Pedicure Treatment Plan

Complete prior to service - Therapist use only

Date Student to enter date Start time Student to enter start time Therapist name Student to write own name

Treatment:  Manicure service  Pedicure service Student to tick treatment to be performed

### contraindications

#### contraindications that will prevent the service

Does the client have any contraindications that will prevent the service?  No  Yes (Please give details below) This must be ticked no if the service is to go ahead

Description of contraindication If yes it ticked, student must provide details

Was the client referred to a medical practitioner?  No  Yes (Please give details below) Must be completed if client has a contraindication.

If yes, record the medical practitioner that the client was referred to Student to list medical practitioner if client has contraindication.

#### contraindications that will require treatment modification

Does the client have any contraindications that will require a modification to be made to the service?  No  Yes (Please give details below) This must be ticked yes or no

Description of contraindication If yes is ticked, student to write contraindication present. An example is blisters on heels of both feet

Explain the modifications to be made to the treatment If yes is ticked, student to write treatment modification, ensuring the modification is safe for the client. An example is, avoid the area where the blisters occur.

Indicate the area/s on the diagram where any contraindications occur

**Left Hand**

**Right Hand**

**Left Foot**

**Right Foot**

If yes is ticked, student to indicate on diagram where contraindication occurs.

Example indications

### nail & skin analysis

Are there any nail or skin conditions that you will use treating products for?  No  Yes (Please give details below) This must be ticked yes or no  
 If so, write a description of the condition If yes is ticked, student to write description of treatable condition. An example is corrugated furrows)

Treating products to be used for the condition If yes is ticked, student to write treating products to be used. An example is ridge-filler

nail type  Normal  Weak  Dry  Brittle  Other Student must tick nail type

### manicure/pedicure service

nail shape  Oval  Square  Stiletto  Squoval  Round  Almond  Other Student must tick nail shape discussed with client during consultation

nail length  Long  Medium  Short Student must tick nail length client requires, and that natural nails allow

nail polish  French polish  Colour Describe colour  Nail art Describe nail art Student must complete nail polish finish discussed during consultation

List the products, tools and equipment, and treatment sequence to be used on your client

Products required	Tools / equipment required	Treatment sequence
Student must record products required. Products required are: <ul style="list-style-type: none"> <li>• Cuticle oils and creams</li> <li>• Exfoliant</li> <li>• Mask</li> <li>• Nail polish</li> <li>• Soaking products</li> <li>• Base coat</li> <li>• Top coat</li> <li>• Colour coat</li> <li>• Massage medium</li> <li>• Nail polish thinner</li> </ul>	Student must record tools/equipment required. Equipment to be used is: <ul style="list-style-type: none"> <li>• Cuticle pushers</li> <li>• Disposable nail files</li> <li>• Disposable pedi paddles</li> <li>• Manicure/pedicure bowls</li> <li>• Nail clippers or scissors</li> <li>• Manicure table and lamp</li> <li>• Operator chair</li> </ul>	Student must record treatment sequence. Treatment sequence includes: <ol style="list-style-type: none"> <li>1. Sanitise client's hands</li> <li>2. Remove existing polish</li> <li>3. File nails into shape</li> <li>4. Soak hands and treat cuticles</li> <li>5. Exfoliate hands</li> <li>6. Perform massage</li> <li>7. Apply mask</li> <li>8. Apply polish</li> </ol>



FIGURE 2 - Sample Benchmark Treatment Plan - Back

**client to sign**  
 I agree to the proposed manicure/pedicure plan.  
 Client name Client must write name Client signature Client must sign Date \_\_\_\_\_

Treatment plan must be signed by client after it has been explained as per the instructions in the Performance Assessment.

**Assessor use only**  
 Mark student as satisfactory prior to service  
 Is the treatment plan  Satisfactory  Not satisfactory  
 Date \_\_\_\_\_ Signature \_\_\_\_\_ Assessor must ensure Treatment Plan is appropriate for client performing the service.

Assessor to mark treatment plan as satisfactory before student begins the treatment or service.

**Complete after service - Therapist use only**  
 Start time \_\_\_\_\_ After finish time \_\_\_\_\_ Total time of service \_\_\_\_\_ Student to calculate total time of service (numeracy skills)

**client feedback**  
 Describe the manicure/pedicure service and the client's feedback \_\_\_\_\_ Student to write client feedback. An example is - Client required one nail to be repainted. Client was then satisfied with service.  
 \_\_\_\_\_

Were there any adverse effects?  No  Yes (Please give details) \_\_\_\_\_ This must be ticked yes or no. If yes is ticked, details must be completed.  
 For example - Cuticle accidentally cut while filing. Small cut on clients right index finger.

**aftercare & home care advice**  
 What aftercare advice was given to the client? \_\_\_\_\_ Student to write aftercare advice they gave to client. Examples are - Use gloves when gardening, using chemicals or immersing hands in water, be careful with nails while polish is drying, apply a coat of clear polish every couple of days to protect polish.  
 \_\_\_\_\_

Products recommended to client: \_\_\_\_\_ Student to write products recommended to client. Examples are cuticle oil, cuticle cream, moisturiser, nail polishes, heel creams  
 \_\_\_\_\_

Future treatment recommendations: \_\_\_\_\_ Student to write future treatment recommended to client. Examples are maintenance manicure every 2 - 3 weeks, maintenance pedicure service every 4-6 weeks.  
 \_\_\_\_\_

Notes: \_\_\_\_\_ Student only to complete if additional informaton is required, such as specific requirements of the client, or things they want to remember for the next service  
 \_\_\_\_\_

**Payment**  
 Cost of service \_\_\_\_\_ Student to complete workplace service cost  
 Payment method  Cash  Eftpos  Other \_\_\_\_\_ Student to tick payment method client used to pay

**Record of products purchased**

Date	Product Purchase	Date	Product Purchase
Student to write date of product purchase	Student to record any products purchased by the client. For example cuticle oil, cuticle cream, hand moisturiser, heel cream etc.		

Assessor to mark satisfactory after treatment or service has been completed.

**Assessor use only**  
 Satisfactory  Not satisfactory  
 Date \_\_\_\_\_ Signature \_\_\_\_\_ Assessor must complete this section after it has been completed by the student, ensuring it is an accurate account of the service  
 Assessor feedback \_\_\_\_\_  
 \_\_\_\_\_

## STEP 2

### Lesson planning

- 1 The trainer should read and review the Learning Materials and familiarise themselves with the PowerPoint for the sections they will be teaching. It is recommended to get students to read the relevant sections of the Learning Materials before class.
- 2 The trainer should familiarise themselves with the learning activities that will be completed in class and create benchmark answers to the activities. Please note activities are not compulsory to complete.
- 3 The trainer should familiarise themselves with other supporting documentation referred to in the Learning Materials, such as policies and procedures, Consultation Forms and Treatment Plans.
- 4 It is recommended to sum up theory with a practical session to reinforce learning objectives. For example, after learning about safety and health and hygiene, products and equipment and setting up the treatment area, the assessor could take the students through a practical activity to set up the treatment area safely and hygienically. The Performance Benchmarks should be included in lesson planning and taught to the student. This is to ensure Fairness, the students should be taught to the benchmarks they will be assessed against.

### Sample Lesson Plan

Sample Lesson Plan	
Unit: SHBBFAS004 – Provide lash and brow services	
Lesson objectives	<p>The lesson objectives are:</p> <ul style="list-style-type: none"> <li>• Learn safety procedures</li> <li>• Learn infection control procedures</li> <li>• Learn about lash and brow tools and what they are used for</li> <li>• Learn how to clean tools and equipment in accordance with Hygiene Guidelines</li> </ul>
Goals	<p>At the end of the lesson the student will be able to:</p> <ul style="list-style-type: none"> <li>• Set up the treatment area so that it is safe</li> <li>• Set up the treatment area in accordance with Health and Hygiene Guidelines</li> <li>• Prepare themselves in accordance with Health and Hygiene Guidelines</li> <li>• Clean tools and equipment in accordance with Health and Hygiene Guidelines                             <ul style="list-style-type: none"> <li>○ Wash it in warm soapy water</li> <li>○ Spray with disinfectant</li> <li>○ Dry using a lint free cloth</li> <li>○ Sterilise equipment if it has become contaminated with blood or body fluid</li> </ul> </li> </ul>
Materials required	<ul style="list-style-type: none"> <li>• Tweezers</li> <li>• Lash isolating tool</li> <li>• Under eye pads</li> <li>• Silicone perming rolls</li> </ul>
Time required	1 hr

For example, in order to clean the equipment in accordance with the health and hygiene guidelines, the student may need to do the following. These are the Performance Benchmarks.

## STEP 3

### Classroom teaching and student practice

1

Students will learn from the Skin Deep Learning learner guides, classroom resources and the trainer to develop knowledge and skills.

2

The trainer will teach the students the practical skills in a manner that has been defined in the preparation step and against their Performance Benchmarks.

3

The trainer will determine when students have practiced enough to be at a competency level where they are ready for assessment.

## STEP 4

### Knowledge Assessment

1

The student will demonstrate their understanding of the topic by answering the knowledge questions in the Knowledge Assessment. The Knowledge Assessment should be marked as competent prior to the commencement of the Performance Assessments. This ensures the student has the required knowledge to be able to complete the task safely and competently.

## STEP 5

### Performance Assessments

1

The student will complete the Performance Assessment while performing the task and working with the client. The completion of this assessment in the order provided in the step by steps defines the observable tasks in context of the RTO's assessment environment.



## Communicating with the client

- 2 The student will communicate with clients by getting each client to complete a Consultation Form.
- 3 The student will then complete the Treatment Plan that defines the observable task.
- 4 The assessor will work with the student to gain a shared view on what is now to be practically achieved. The assessor will then mark the 'prior to the service' part of the Treatment Plan as competent.
- 5 The student communicates the treatment plan to each client and seeks informed consent to complete the treatment by getting the client to sign the Treatment Plan.
- 6 The assessor will complete the Observation Checklist that has now been contextualised by the Supporting Documents (Performance Assessment, Consultation Form, Treatment plans and 'Master' Performance Benchmark Guideline document).

## Performing the service

- 7 The student will now combine knowledge and skills across a range of clients as determined by the Training Package (contexts and environments and time) to demonstrate observable tasks and behaviours.
- 8 The assessor will complete the Observation Checklist that has now been contextualised by the Supporting Documents for the number of observations required. This confirms the service was delivered to a competent level and relates to the specifics of the Assessment Environment.

### Performance Assessment

The following should be completed

#### Perform Patch Test

1. For each client, you must conduct a patch test in accordance with the manufacturer instructions for the lash and brow products to be used. The patch test should be conducted 24-48 hours prior to the lash and brow service. You should complete Question 1 in this document prior to performing the patch test.
2. Wait 24-48 hours.

### Observation Checklist

Benchmark Guideline and instructions in Performance Assessment 1

**Did the student:**

1. Perform a patch test 24-48 hours prior to the service according to the manufacturer instructions?	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No
2. Wait for 24-48 hours. review the results of the Lash Patch Test	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

### Performance Benchmark Guideline

#### Perform patch test

1. Perform a patch test 24-48 hours prior to the service according to the manufacturer instructions

The student should demonstrate the following to achieve competency when completing No. 1 on Observation Checklist 1

- Perform a patch test 24-48 hours before performing the service
- Perform patch test in accordance with the

The instructions in the Performance Assessment align with the numbers in the Observation Checklist and Performance Benchmark Guideline.

## Completing the service

10

The student will complete the Performance Assessment (and other subsequent Performance Assessments as required by the Unit of Competency) and supporting documents to ensure each client has received the service or treatment that was specified and defined.

11

The assessor will complete the Observation Checklist confirming the service was delivered to a competent level of industry competence.

12

The assessor will mark Treatment Plan as competent after the student has completed the service.

## STEP 6

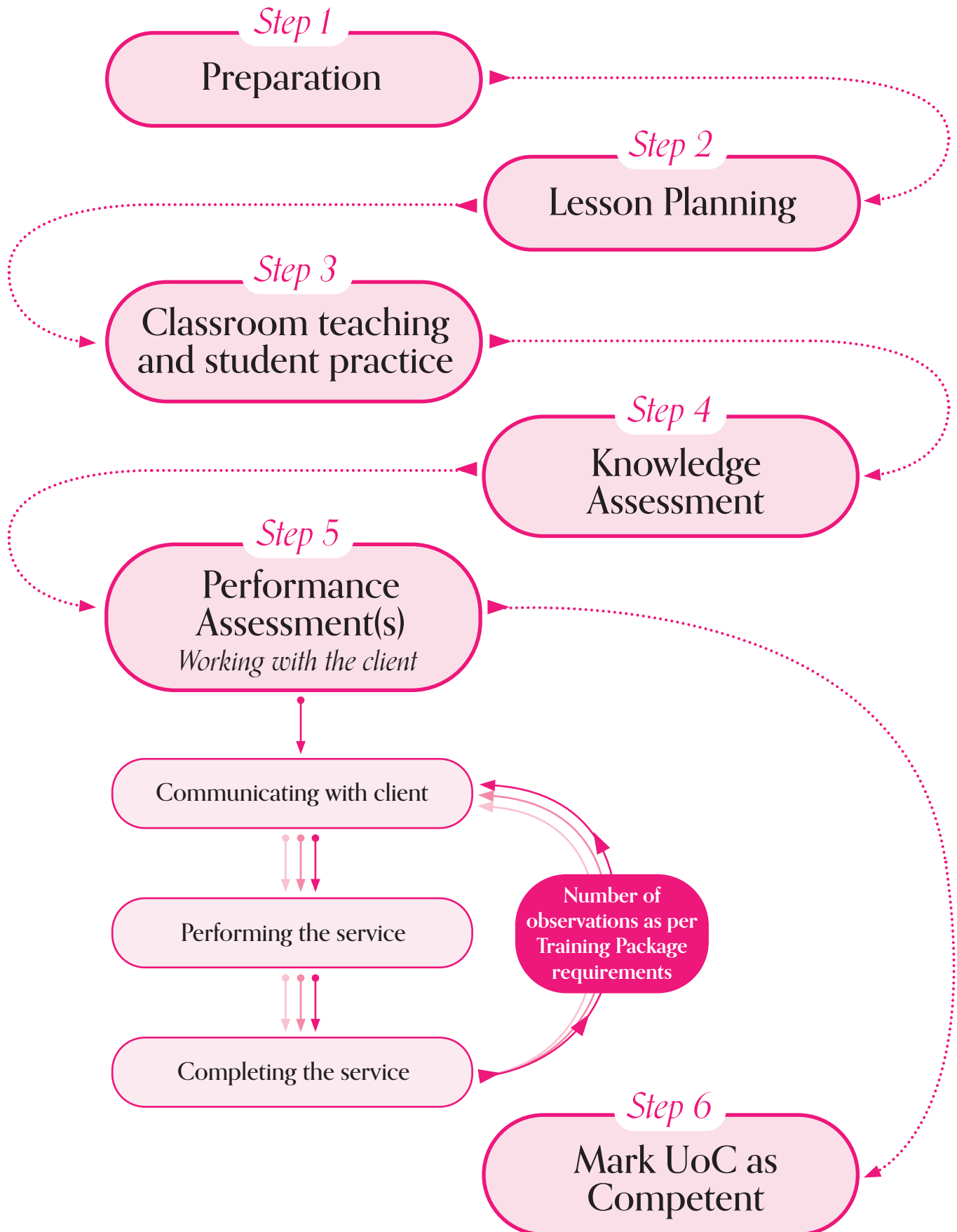
### Mark UoC as competent

13

The student can be marked as competent for the UOC when all of the following are considered competent:

- Knowledge Assessment
- Performance Assessment (and any other subsequent Performance Assessments)
- Observation Checklist(s), including the Consultation Form and Treatment Plan for the number of observations or clients required.

*So... in a nutshell, here is the Step by Step Student Journey*



# SECTION 3

## YOUR AUDIT CONCERNS ANSWERED

### Q How do I demonstrate I have contextualised the resources?

A The Performance Benchmark document provided by Skin Deep Learning provides a set of comprehensive observable benchmarks that include the Assessment Conditions. The RTO may choose to adopt the benchmarks, however they should ensure they review and contextualise them. A compliant outcome will often involve the specifics of your training environment. These specifics could be the products you use, the treatment equipment or even aspects of the building and fixtures in your RTO. So, when you are preparing for training it is wise to get together with your colleagues and decided what are your RTO's Performance Benchmarks. When this is done for the Marking Guides and Performance Benchmark Guideline documents these are then the 'Masters' that you can use across your RTO. Your Masters will allow all assessors to make competency based judgements to the same standards and will allow you to show you have contextualised for your training environment.

Remember, never use the Observation Checklist without the Performance Benchmark Guideline document on hand. They are designed to work together and will ensure you can spend more time assessing and working with the students rather than hundreds of pointless ticks.

### Performance Benchmark Guideline excerpt

Observable Task	Performance Benchmarks
<b>Perform patch test</b>	
1. Perform a patch test 24-48 hours prior to the service according to the manufacturer instructions	<p><i>The student should demonstrate the following to achieve competency when completing No. 1 on Observation Checklist 1</i></p> <ul style="list-style-type: none"> <li>• Perform a patch test 24-48 hours before performing the service</li> <li>• Perform patch test in accordance with the manufacturer instructions</li> </ul> <p><b>RTO to write benchmarks for the manufacturer instructions. For example:</b></p> <ul style="list-style-type: none"> <li>○ Perform patch test 24-48 hours before performing service</li> <li>○ Cleanse area where patch test will be performed</li> <li>○ Apply small amount of product onto client's skin, either inside of elbow or behind ear</li> <li>○ Leave product on skin for time recommended. If client feels burning or itching in the area, product should be removed immediately.</li> <li>○ Remove product with water and wait 24-48 hours to ensure client does not experience a positive reaction</li> <li>○ A positive reaction will result in skin irritation, redness, blistering or swelling</li> </ul>

RTO should review and contextualise benchmarks to their own training environment.

### Q *How should I use the Observation Checklist?*

A Always use the Observation Checklist with the Performance Benchmark Guideline document. Together they define competency in your training environment. When you tick a task on the Observation Checklist it has a defined and standardised set of observable competencies outlined in the Performance Benchmark Guideline document, and is aligned with the steps outlined in the Performance Assessment Marking Guide.

Given you have created contextualised 'Master' documents it is very important that you share them with all trainers and students prior to and during the observation. One way to do it is to have the relevant Performance Benchmarks projected in the training environment during training and observation. This will ensure that you satisfy the requirements for Fairness and Reliability.

### Q *How should the Treatment Plans and Consultation Forms be used?*

A These are designed to satisfy the requirements of the Training Package and also provide the student with a taste of life in industry. These documents go one step further than the Performance Benchmarks in that they allow the student to demonstrate competency across a range of different situations. After all, no two clients are the same or want the same treatment outcomes.

Ensure that these documents are properly completed and saved as they are part of the evidence required at audit.

### Q *Why do Skin Deep Learning Resources not have word counts?*

A Where appropriate, SDL defines in the question the scope and breadth of a competent response. For example:  
"Do some research and list two (2) ways that the following factors can affect hair growth in the eyelash and eyebrow area."

SDL purposefully does not use word counts. This is because stating a specific number of words puts false expectation and pressure on the student that a competent answer has to be the stated number of words. This would disadvantage certain learners and assume that all learners had the same levels of English language skills, general literacy skills and physical abilities. SDL Assessments are carefully designed to prompt concise and targeted answers from students. Not open-ended essay style questions, which also assists with reliability verification. The size of the answer box is considered a suitable guide to assist the student with the approximate size of answer required.

### Q *How are the Skin Deep Learning Observation Checklists contextualised?*

A Through the collection of evidence in Performance Assessments, the Consultation Form, Treatment plan and the Performance Benchmark Guideline document. When these are marked competent and have been discussed and agreed with the assessor, they form a complete and contextualised definition of what now needs to be observed by the assessor

The RTO needs to play its part in contextualising the observations by contextualising the Performance Benchmarks. These show the auditor that the RTO has thought through what competent outcomes mean in that assessment environment. This also helps with moderation and makes the assessors job easy as they know exactly what they are looking for and simply need to tick when they see it done properly.

## Q *Do I have to complete the feedback section for every observation on the Observation Checklist?*

A There are areas within the Observation Checklists to make notes and give comments. These are not compulsory, but an option if you feel a student needs written feedback. We generally give the advice to take notes where a student has not demonstrated the benchmarks when being observed. If a student has demonstrated the benchmarks, there is no need to make a comment within the Observation Checklist. However, this will all depend on the policy of your RTO regarding feedback.

The RTO should be careful to explain the difference between evidence, feedback and notes to the auditor. Let's start with evidence. The Performance Assessment, Consultation Form, Treatment Plan, Performance Benchmarks, and the Observation Checklist have defined the observable behaviours. Once marked competent, this becomes a definition of the task, and hence evidence. The Observation Checklist just confirms that the assessor observed the defined event and judged it competent as defined and agreed. So the Skin Deep Learning Observation Checklists only have space for teachers to write minimal and targeted text on the occasions where it adds further merit or context to the evidence.

Skin Deep Learning purposefully does not create Observation Checklists with open-ended free text for the assessor to describe what they are observing to be used as evidence. There are 3 main reasons for this, as follows;

- i. The evidence has already been collected, found competent and discussed prior to treatment. This prevents the student misunderstanding what is expected and doing something incorrectly or not in a safe manner while working with the client.
- ii. When assessors provide evidence using a free text field the evidence collected varies so much it is extremely challenging for the RTO to perform reliability verification. In fact reliability verification would require a laborious answer by answer verification process for each student.
- iii. The assessor's time should be spent working with students ensuring they are competent or understanding what their deficiencies are and documenting them. If an assessor is required to write free text descriptions for each observable event for each student in a class, this is unrealistic and detracts from the student's opportunity to be properly assessed or meaningful feedback to be documented.

If the RTO wishes to collect evidence using a different method, then the Skin Deep Learning documents should not be used and the RTO will need to create their own. Apart where clear free text fields are included, the RTO should not use a structurally modified Skin Deep Learning resource that bears our logo or is passed off as a Skin Deep Learning resource.

## Q *Does Skin Deep Learning engage with industry in the creation of resources?*

A Under clause 1.5 and 1.6 of the RTO standards, there is a requirement for the RTO to engage with industry to ensure assessment practices are relevant to the needs of industry and are current industry practices. This is a requirement of the RTO, however Skin Deep Learning consults and engages with a large number of industry partners when creating learning materials and assessments to ensure learning materials and assessments relate to current needs of industry. We send out a Continuous Improvement Report every year that lists our industry partners to help the RTO show evidence of industry engagement and currency. In addition to this, RTOs should ensure they have current tools, equipment and products that are relevant to current industry standards.

## Q *What if the UoC does not have a Performance Benchmark Guideline?*

A Some UoCs have not been updated yet. The hairdressing units will all be updated when the Training Package changes. In the meantime, the RTO will need to create their own.



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