THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, Social Economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all;

FRATERNITY assuring the dignity of the individual and the [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs, by the Constitution (Forty-Second Amendment) Act, 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)

2. Subs, by the Constitution (Forty-Second Amendment) Act, 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

Chapter IV A

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.
भारत का संविधान
उद्देश्यका
हम भारत के लोग भारत को एक [सम्पूर्ण प्रमुख—संपन्न समाजवादी पंथिनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनीतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपाध्यक्ष की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए तथा उन सब में व्यक्ति की गरिमा और राष्ट्र की एकता और अखंडता सुनिश्चित करने वाली बंधुत्व बढ़ाने के लिए दृढ़स्वरूप होकर अपनी इस संविधान समा में आज तारीख 26 नवम्बर, 1949 ई. को एसताराम इस संविधान को अंगीकृत, अभिव्यक्ति और आचार-पट्ट रखते हैं।

1. संविधान (बशास्त्रिय संस्थापन) अनिवार्यम, 1976 की धारा 2 द्वारा (3.1.1977 से "प्रमुख—संपन्न लोकतंत्रात्मक गणराज्य" के प्रथम पर प्रतिस्पर्धित।
2. संविधान (बशास्त्रिय संस्थापन) अनिवार्यम, 1976 की धारा 2 द्वारा (3.1.1977 से), "राष्ट्र की एकता" के प्रथम पर प्रतिस्पर्धित।

भाग 4 के
मूल कार्य

51 क. मूल कार्य — भारत के प्रथम नागरिक का यह कार्य होगा कि वह —
(क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रव्य और राष्ट्रीय का आदर करें;
(ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आदर्शों को प्रतिष्ठा करने वाले उच्च आदर्शों की इदार में संज्ञात रखे और उनका पालन करें;
(ग) भारत की प्रमुखता, एकता और अखंडता की रक्षा करे और उसे अषुगुण रखें;
(घ) देश की रक्षा करे और आत्मनिर्भर निर्माण करें जाने पर राष्ट्र की सेवा करें;
(ङ) भारत के सभी लोगों में समरसता और समान ब्राह्मण की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी मेधावी से परे हों; ऐसी प्रथाओं का लागू करे जो किंतु भारत के सम्पन्न के विरुध्ध हैं;
(च) हमारी सामाजिक संरक्षण की गौरवास्ताती परंपरा का महत्त्व समझे और उसका परिकल्पन करे;
(छ) प्राकृतिक परावर्तन की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संरक्षण करे तथा प्राणिमात्र के प्रति दयामान रखें;
(ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
(झ) सार्वजनिक संपत्ति को सुरक्षित रखें और हिंसा से दूर रखें;
(ञ) व्यविधता और समूहिक गतिविधियों के सभी क्षेत्रों में उत्कृष्ट की ओर बढ़ने का सत्ता प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयास और उपलब्धि की नई उंचाईयों को छू ले।
The Beauty Therapy Industry is undergoing constant growth. Men and Women are more aware of their health and well-being than ever before, driving strong demand for skilled workers in this industry. With employment chances high, there has never been a better time to begin a career in this fulfilling industry.

Keeping in mind the requirements of the industry, content has been designed in such a manner that you will gain a range of skills and knowledge about the beauty industry and along with that you will learn the importance of good presentation and grooming as well as retail, business and management. By learning the current industry trends, technology and practices, you will be able to work efficiently in Beauty and Nail Industry by making your client satisfied not only from outside but also make them feel good from inside.

CBSE takes the opportunity to thank all the contributors, authors and the dedicated team of people from CIT Australia, who have helped in preparation of this book.

The Board is grateful to the members of the Committee of Course for their advice, guidance and total commitment towards development of this course. We are indeed indebted to these academic advisors who have lent us the benefit of their rich and insightful experience. I would like to appreciate Vocational Education Cell, CBSE; for coordinating and successfully completing the work.

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Chairman
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Unit - I

Knowledge of Nail Science
# Unit - 1 : Knowledge of Nail Science

## Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to apply the principles of nail science and recognize skin disorders as they apply to nail treatments on hands and feet.

## Application of the Unit
This unit applies to beauty workers, beauty therapists and nail technicians who apply an understanding of the main functions and role of the skin on the hands and feet, the structure of the nails, and the recognition of skin disorders as they relate to contraindications to the provision of a range of nail services in nail salons and beauty salons.

## Elements and Performance Criteria

<table>
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<tr>
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| 1. Apply knowledge of nail science to beauty treatments. | 1.1 Identify and apply relevant principles of nail science to nail and beauty treatments according to relevant legislation and workplace policies and procedures.  
1.2 Identify main functions and role of the skin on the hands and  
1.3 Identify and describe structure and function of the lower arms and legs as they relate to manicure and pedicure services. |
| 2. Apply knowledge of the structure and function of nails to nail treatments. | 2.1 Identify appearance and gross anatomy of normal human skin and nails.  
2.2 Identify common contraindications to health and outcomes and provide advice or referral to appropriate professionals as required.  
2.3 Identify common problems of the skin and nails on hands and feet as they relate to natural nail treatments.  
2.4 Identify common problems of the skin and nails on the hands and feet as they relate to application of artificial nail treatments. |
3. Promote skin health and care.
   3.1 Apply knowledge of nail science to nail and beauty treatments to maximize the promotion of the health and care of skin and nails.
   3.2 Minimize damage to skin and nails when performing artificial or natural nail treatments.
   3.3 Source information on effects of ingredients in a range of natural and artificial nail treatment products and take care to minimize their damage to skin and nails.
   3.4 Apply relevant principles of nail science in provision of post-treatment advice.

**Required Skills and Knowledge**

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

**Required skills**

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

- technical skills to:
  - respond to possible skin or nail damage situations
  - identify client characteristics, and recommend and perform a service, including:
    - preparation of service area
    - preparation of products and equipment
    - preparation of client
  - literacy skills to source, read and apply relevant information on skin science and skin disorders to the design and performance of nail services
  - communication skills to translate information on skin science and skin disorders when providing advice, responding to questions, and providing information and reassurance to clients on nail services.

**Required knowledge**

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

- relevant health and hygiene regulations and requirements
- relevant occupational health and safety regulations and requirements
- principles of nail science as they relate to nail treatments
• nail science in relation to nail treatments and procedures, including:
  ■ anatomy of skin and nails
  ■ skin and nail disorders
  ■ contraindications to both natural and artificial nail treatments
  ■ effects on nail of ingredients and equipment in a range of treatment products
  ■ provision of post-treatment advice
  ■ workplace product, treatment and equipment range and manufacturer instructions and safety data sheets.

**Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

*Workplace policies and procedures* may include:

- health and hygiene
- comfort and privacy
- designated time frames for the completion of service
- environmental protection practices, such as:
  - waste minimization
  - recycling
  - reuse
  - energy efficiency, e.g. electricity saving devices and practices
  - waste disposal
  - resource management
  - water efficiency.

*Main functions and role of the skin on the hands and feet* may include:

- gross anatomy of skin
- major features of skin of hands and feet.

*Structure and function of the lower arms and legs* may include:

- bones of arm, forearm
- hand bones of lower leg
- foot functions of bones
- muscles of forearm
- hand muscles of lower leg and foot functions of skeletal muscle
blood supply for forearm and,  
hand blood supply for lower leg and foot.

Appearance and gross anatomy of normal human skin and nails may include:

- structural features of natural nail  
- skin surrounding natural nail growth and  
- development of natural nail  
- factors that effect natural nail  
- growth normal appearance of natural nails  
- effects of health and disease on nails.

Common contraindications to health and outcomes must include:

- skin or nail disorders or diseases  
- allergic reactions  
- bruising or swelling  
- areas exhibiting loss of tactile sensation  
- cuts or abrasions  
- recent operations  
- areas of recent fractures or sprains  
- health and the nail:  
  - diabetes  
  - blood disorders and diseases  
  - contraindications of products used in combination or with other services.

Appropriate professionals may include:

- medical practitioner  
- podiatrist  
- complementary therapist  

Common problems of the skin and nails may include:

- contagious disorders:  
  - bacterial, viral or fungal infections  
  - warts  
  - Tinea Pedis  
  - Tinea Unguim  
  - papalomas  
  - paronychia  
  - non-contagious hand, foot or nail disorders:  
  - natural nail separation (onycholysis)  
  - splinter haemorrhage  
  - white spots (leuconychia)  
  - corrugated furrows  
  - split or brittle nails
- hang nails
- bruised nails
- onychophagy (bitten nails)
- blisters
- calluses
- heel fissures
- bunions
- hammer toes
- corns
- dermatitis
- circulatory problems
- congenital or trauma-induced nail malformations

**Effects of ingredients in a range of natural and artificial nail treatment products** may include:
- effects on nails of a range of nail products
- main ingredients in a range of nail products
- pH range of human skin, nails and manicure and pedicure products.

**Provision of Post-treatment advice** may include:
- lifestyle changes:
  - sun protection
  - skin care
  - effects of nutrition on skin and nails
  - retail product advice
  - home-care advice for artificial nail treatments
  - advice on further services.
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**Work in a Nail Services Framework**

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Section A: 
Apply knowledge of nail science to beauty treatments

Step 1: Relevant principles (Theory)

In each State and Territory there is legislation that applies to practitioners working in the beauty industry and directs the infection control procedures for nail services. The aim of this legislation is to protect you and your client by preventing cross infection and controlling the spread of disease. Each state has a website that you can go to for information on the health guidelines for the beauty industry.

In Step 2 you will look at the Occupational Health and Safety (OH&S) guidelines for your State and Territory and see how these guidelines apply to your workplace. An example would be the safe storage and use of chemicals.

Some basic concepts

To understand and apply some of the terms used in the legislation you require knowledge of some basic science concepts. The first one is pH or acidity and alkalinity. The second is cross-infection. The third concept relates to cleaning and includes the process of cleaning, disinfection and sterilization.

1. The significance of pH in nail services

pH is a measure of the hydrogen ion concentration (acidity or alkalinity) in a solution. The scale is used universally to show the different acidity or alkalinity of different substances. The scale ranges from 1 being very acid, to 14, which is very alkaline. 7 is a neutral measurement and is the midpoint of the scale.

The skin's surface would be heavily invaded with bacteria if it weren't for important skin secretions that maintain a slightly acid environment on the outside of our body. This acid mantle 'or' pH mantle as it is called, measures around 4.5 -5.5 on the pH scale and can inhibit the growth of bacteria and make it an uninhabitable place for bacteria to grow and multiply as well as maintain water in the deeper tissues. An abnormal pH brings about changes in the skin's function, which in turn affects its health and appearance. Skin that is too acidic shows in an overly oily complexion while too alkaline a skin is characterized by dryness.

The pH of skin is affected by climate, internal hormonal activity and skin care methods. Applying weak acids and alkali solutions affect the skin. If the length of their application is short, the effect is minimal and the skin will go through a temporary, short-lived alteration of
its pH. An example of a weak acid is palm oil and an example of a weak alkaline substance is shampoo. Strong acids and alkalis applied to the skin penetrate the protective layer of the stratum corneum attacking the dermis and, if strong enough, eat through to the subcutaneous layers. They have a caustic and corrosive effect which is destructive to body tissue. When a product used in nail services is applied to the skin and nail, the pH mantle can be affected. Products that vary a great deal from the pH balance of the skin and nails can cause irritation or even burning and damage to the skin and nails. Some bacteria thrive in an environment of slight alkaline and many products in the nail industry utilize alkaline properties for their caustic properties. If not used carefully products can change and upset the acid mantle of the skin and nails. Most manufacturers can supply information on the pH levels of various products they produce.

**pH scale and a range of products and body substances**

<table>
<thead>
<tr>
<th>pH reading</th>
<th>Examples that have this pH reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACIDIC</strong></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Battery Acid</td>
</tr>
<tr>
<td>1</td>
<td>Stomach Acid</td>
</tr>
<tr>
<td>2</td>
<td>Nail primer, Citric acid, Vinegar</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Oily skin</td>
</tr>
<tr>
<td>5</td>
<td>Skin and hair, Hand cream, Massage cream</td>
</tr>
<tr>
<td>6</td>
<td>Nail plate, Cuticle cream</td>
</tr>
<tr>
<td><strong>NEUTRAL</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Distilled water</td>
</tr>
<tr>
<td>8</td>
<td>Blood, Shampoo</td>
</tr>
<tr>
<td>9</td>
<td>Cuticle remover, Soap</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Depilatories, Polymers, Monomers</td>
</tr>
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<td>12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
<tr>
<td><strong>ALKALINE or BASE</strong></td>
<td>Caustic soda</td>
</tr>
</tbody>
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Learning activity A1.1

Obtain some litmus paper and measure the pH of a range of six nail products using litmus paper. Indicate where each product fits on the pH scale above by writing the name of the product against the scale. Check the pH reading indicated on the Material Safety Data Sheets (MSDs) that accompany the products and note any precautions to use of the product.

Note: Litmus is a dye obtained from lichens that is red under acid conditions and blue under alkaline conditions. Litmus paper is stained with litmus to be used as a test for acids or alkalis.

...........................................................................................................................................................
...........................................................................................................................................................

Discuss the accuracy of your findings with your trainer or supervisor and the reasons for precautions for use of the products.

2. Cross infection and how it happens

The second concept is cross infection.

Infections can be spread between the client and operator, and from client to client, from you to other employees of the salon and even from you to your family and friends. This gives you some idea of the importance of following the health guidelines. Most people that visit your salon will be free of diseases, some will unknowingly have come into contact with a contagious condition and in rare cases they may know that they have a contagious condition but hope that you will proceed with the service anyway.

If you follow the recommended procedures in your States or Territories guidelines you and your clients will be protected from cross infection.

In Section B of this learner guide you will cover how to identify contagious diseases of the hands and feet and when to refer a client to the relevant medical practitioner.

Micro-organisms

Micro-organisms are everywhere! On all the surfaces you can see, on you and your clothes, on the tools and equipment you use. Most of these micro-organisms are harmless; some are even needed to maintain our health. However, there are some micro-organisms that are harmful to us and cause illness and disease. The goal of infection control procedures is to kill these harmful micro-organisms and to stop the movement of them between people (cross-infection).

The micro-organisms of interest in infection control are bacteria, fungi and viruses.
Bacteria: There is a whole classification system that puts bacteria into categories. For example, you may have heard of ‘golden staph’. This is a bacterium that has caused problems in hospitals. Its real name is ‘Staphylococcus aureus’. It is conical in shape, grows in grape-like clusters and it has a gold colour. About 20% of the population carries golden staph, they often do not know it and it may cause them no problems. The shape of ‘golden staph’, the way it grows and its colour help scientists to classify it and give it a name. However, some bacteria are useful. An example would be some of the bacteria in your digestive system that help to keep the system healthy.

Fungi are next on our list and are also useful micro-organisms to humans. For example they are used as yeast in bread-baking and in making soy sauce. A few are harmful to humans. Fungi that are harmful in a nail services context are usually rare on fingernails but are most often found on toenails or feet. They like the warm, moist and dark environment provided by feet which are in socks and shoes. Fungi like the keratin (a protein) in the nail plate and also the skin. An example of the type of fungi that can cause problems for you is those that cause Tinea Pedis or 'athletes foot'.

Viruses are the third micro-organisms that we are interested in. They are sub-microscopic infectious agents that are unable to exist outside a cell. These are spread by blood-to-blood contact. Examples of viruses that you should be concerned in a nail services context are HIV and Hepatitis.

Clients are not obliged to tell you that they have blood borne diseases like HIV and Hepatitis. But you are safe to do treatments on them provided you follow the guidelines. If the client tells you they have a blood borne disease you must not reveal that information to other people. As a result of the privacy considerations the industry works as if everyone has a blood borne disease and everyone strictly follows the correct procedures to prevent cross infection. That way you are automatically protected whether your client has a blood borne disease or not.

The above information should not make you uncertain and unconfident in providing nail services. You should not be concerned because there are guidelines, procedures, tools, chemicals and equipment all designed to make it safe for you to work in the nail and beauty industries.

Routes of infection

The first thing you should know is how cross infections can occur. There are many routes of infection. Intact skin is the body's first defence against infection. You should make sure that you have no cuts or abrasions on your skin, if you have cuts and abrasions you should cover them with a waterproof dressing and gloves, and you should keep the skin of your hands moisturized and supple.
The first route of infection to consider is through the penetration of the skin. In nail services it might be through accidental cutting of the client's skin. The instrument is then infected and you must follow the right sterilization process before using the instrument again.

The second route of infection is through open wounds or cuts. If you accidentally cut the skin on the client and if you also have an uncovered cut on your finger, the client's blood can enter your body through the wound.

Thirdly, contamination of instruments is another way that infection travels from one person to another. You need to follow a particular procedure to make sure that all instruments you use are cleaned and disinfected properly and then stored correctly until they are used on the next client. For example if you use a nail brush on a client and there is a tinea infection that is not visible you will transfer the tinea to the next client if you reuse the brush without following the correct disinfection processes.

Next you should consider what the client comes into contact with and what needs to be changed after a service. For example, if a client has a pedicure and you use a towel to dry their feet then that towel must not be used on another client until it has been laundered correctly.

Finally, contaminated waste is another source of infection. This can happen when, for example, you put a tissue you have used to say dry the client’s feet onto the manicure table. The table top then becomes a potential source of cross contamination during the service. All waste should go directly into the rubbish bin.

3. Cleaning, disinfecting and sterilizing

The third concept relates to cleaning and includes the process of cleaning, disinfecting and sterilizing.

Chemical disinfectant should be used only for items for which thermal disinfection and sterilization are not suitable for example items unable to be immersed in water (thermal) or unable to withstand high pressure (sterilization). It is appropriate to use chemical disinfectant when equipment or the environment is contaminated with blood or other body substances and cannot be thermally disinfected. (Detergent is sufficient for cleaning off perspiration, for example.)

Due to the overuse and misuse of chemical disinfectant, many micro-organisms have become or are becoming resistant to them. For this reason, the routine use of disinfectants is not recommended. Disinfectants can easily become contaminated and are a potential source of infection. Detergent or disinfectant solutions should not be mixed because they may react with each other and in doing so reduce their effectiveness or cause harm. Some disinfectants such as those producing chlorine must be freshly prepared.
Learning activity A1.2

Use the internet to locate a copy of your State or Territory’s guidelines for the beauty industry. The guidelines can be long documents and are a bit overwhelming at first. Look at how the document is broken up into the different sections. Locate the part of the document that talks about cleaning, disinfection and sterilization. Write below a definition of each term.

Cleaning: .................................................................................................................................
Disinfection: ..............................................................................................................................
Sterilization: ...............................................................................................................................  

Refer to suggested answers at the end.

Step 2: Apply occupational health and safety procedures (Theory & Practical)

Preventing cross-infection:

How do you work safely and protect yourself and the client from cross-infection? The first point is correct hand washing, the second point is minimizing risk and the third point is minimizing blood to blood contact and the fourth point is correct cleaning and disinfecting of equipment.

The first point - Hand washing

All health authorities say that the foundation of preventing cross infection is correct and regular hand washing. Incorrect and sloppy hand washing does not protect you. So how do you wash hands correctly?

Once the client has arrived in the service area you need to wash your hands. The spread of infection from hands has been recognized as the single most important factor in preventing infection (after cleaning and sterilizing equipment) and cannot be overstated. Unbroken skin is the best defense because it provides the perfect barrier against infection. The purpose of washing hands is to reduce any micro-organisms that may be present. Unless the fingernails are visibly dirty, a nailbrush should not be used because it may cause breaks in the skin during vigorous brushing. Obvious dirt under the nails must be removed.

First, wet hands with warm running water, use liquid soap (one pump measure is sufficient), then rub hands vigorously for a minimum of 15 seconds. Look at the diagram and be sure to wash your hands all over including

- backs of hands
- wrists
- between fingers
- Under fingernails.
Rinse hands well after washing is complete and pat dry hands thoroughly using single use paper towel. Good hand-washing facilities are essential and should be located within the service area in view of the client. Liquid soap dispensers using single-use cassettes are recommended, because they do not permit a topping-up process and they minimize the risk of contamination. Wash your hands

- before and after contact with each client
- after contact with blood or body fluids
- after using a tissue or handkerchief
- after smoking
- after going to the toilet
- before and after eating
- After answering the phone or touching any potentially contaminated objects, and before returning to a client.

For basic services plain liquid soap is suitable. If you are doing skin penetration procedures then you must use one of the following antibacterial soap solutions:

- aqueous 2% chlorhexidine-based solution
- aqueous 4% chlorhexidine-based solution
• aqueous povidone-iodine
• triclosan 2% solution (for people with an allergy to the chlorhexidine or povidone-iodine solutions)

Small areas of broken or infected skin on exposed parts of the operator's body or the treatment area of the client's hands or feet, should be covered with a water proof dressing that completely covers the affected area. If a cut or abrasion is on the hands, then single-use gloves should be worn during all procedures.

The third point - Minimizing blood to blood contact

Micro-organisms can also be spread through blood to blood contact. For example, an invisible trace of blood on equipment can spread diseases such as HIV, Hepatitis B and Hepatitis C. You must assume that all blood and body substances are a potential source of infection.

As a nail technician you are responsible for minimizing the risk of infection. You need to learn proper sanitation and disinfection procedures and follow them. Short cutting these procedures will put clients and you at risk of becoming infected.

Following are the steps you must take to protect yourself and the client from infection while performing any hand and foot service:

• Use proper sanitation and disinfection procedures consistently.
• Do not work near an open wound. Ensure that the open wound is thoroughly covered and disinfect the area around the wound before commencing the service. If unsure about servicing the client, recommend that the client seek medical attention before providing a service.
• Be very careful when working with sharp objects to avoid damaging a client's skin and making them more prone to infection.
• Wear disposable gloves to protect yourself against cross-infection, and dispose of gloves after each client.

Learning activity A2.1

Despite being well trained and experienced, you may occasionally injure a client and draw blood during the course of conducting a nail service. Use your State or Territory health and hygiene regulations to find out the clean-up procedures following blood spills. You may need to refer to skin penetration legislation.

Refer to the Suggested answers section at the end.
The fourth point - Cleaning and disinfecting equipment

Any instrument or part of an instrument used on a client should be cleaned with detergent and warm water, dried and either thermally or chemically disinfected before being used on another client. Thermal disinfection uses heat and water (moist heat) at temperatures that destroy most organisms. It is the most cost-effective and efficient method of disinfection. It is only suitable for items that can be fully immersed in water at high temperatures. All items must be fully immersed for the time indicated in the table below once the water boils. Additional items must not be added during this boiling stage.

<table>
<thead>
<tr>
<th>Surface temperature (°C)</th>
<th>Minimum disinfection time (minute)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>1</td>
</tr>
<tr>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

The following instruments should be used:

- single-use chamois buffers (one for each client)
- Reusable cuticle sticks and cutters, which should be washed and disinfected between clients, and stored dry (disposable cuticle sticks are recommended.)
- avoid using nail brushes because they may damage the skin and leave it open to infection
- burrs used for buffing should be cleaned and thermally disinfected between clients
- reusable nail files should be cleaned and thermally disinfected between clients; single-use nail files are recommended
- Bowls used to soak the hands or feet of clients should be cleaned and dried between each client use.

Learning activity A2.2

Find out how to operate the thermal disinfecting system in your work place or training place. Make some notes about the key steps that you need to follow and then use the notes to explain and demonstrate the procedure to a fellow student.

What chemical disinfectant is used in your work place or training place? Make some notes about the instruments that should be disinfected in this manner and key steps that you need...
to follow in conducting this procedure safely.

Check with your trainer or supervisor that you have been able to outline the correct disinfecting procedures and identify the appropriate instruments in each case.

**Apply occupational health and safety procedures - Workplace hazards**

**Handling chemical products safely**

Manufacturers try to make products as safe as possible but they can only do so much. Their best efforts can be undone by a single careless act. It is up to you as a professional in the industry to learn about the chemicals in products and how to handle them safely.

**Working Safely with Chemicals**

Providing nail services requires you to use chemicals that present health hazards. This is especially evident when working with advanced nail products such as those used in artificial nail enhancements. The key to working safely is to understand how the chemicals can adversely affect health and what you can do to prevent this.

Chemicals are everywhere! Most chemicals you come into contact with present no problems. The key to working with chemicals is for you to understand exposure and how to limit it. Every chemical has a safe and an unsafe exposure level. With some chemicals you will know when you have been exposed either through the strong smell or through your reaction to them. This reaction could be in the form of headaches, itchy skin or runny eyes. Some chemicals however do not produce any obvious reactions but over a long time you may build up an allergy to them. You must keep chemical exposure to a safe level every day you are working. Understanding safe and unsafe exposure is the key.

Professional products are designed to be used safely in salons. You need to read and remember the precautions outlined in the Material Safety Data Sheets supplied with each product. You must also follow the manufacturer's instructions. They want you to use the products safely and successfully on your clients. If you are successful they will also be successful.

Every day you have to limit the ways the chemicals can enter your body. There are three ways this can happen:

1. Through breathing in the fumes, vapors or dusts. This is called inhalation
2. Through the skin or through broken skin. This is called absorption
3. By unintentionally swallowing them. This is called ingestion.
Inhalation: Chemicals are said to be volatile when molecules of the chemical escape into the air. Many nail products have a high volatility and you can easily smell the vapours. Some nail products are volatile but have no smell. So, as you work you need to do everything you can to reduce the amount of vapours in the air.

1. Close lids on products as soon as you are finished with them
2. Remove rubbish from nail tables immediately after a service
3. Put all rubbish in tightly lidded bins and empty at least once a day
4. Use pressurized sprays sparingly and if you have to use them spray downwards.
5. Keep lids on all products to prevent spillage, avoid vapours filling the air and prevent wastage of the product. Leaving a lid on will also help products last longer. Open polish removers and solvents will tend to evaporate and glues without lids will go hard.
6. If the manufacturer recommends using a mask make sure you have the right type of mask and it fits your face snugly. Check the MSDS for recommendations.
7. Installing an appropriate method of air venting is very important to ensure the health and safety of workers and clients. The symptoms of chemical over exposure include the following:
   - rash and other skin irritation
   - light-headedness
   - sore, dry throat
   - tingling toes
   - breathing problems.
8. Ventilation: It is important that a nail salon is ventilated correctly. This reduces the amount of dust and vapours in the air. A busy nail salon will need a different ventilation system to that of a salon providing the occasional manicure. An air ventilation specialist is the person to assess the appropriate ventilation system for the busy nail salon.

In the inhalation information above you learnt of the importance of good housekeeping to reduce the amount of vapors and dust in the air. This is important in maintaining salon air quality.

The area around your head is called the breathing zone. It is from this area that you immediately draw your air. You should work so that this is as clear as possible.

Ventilation assistance in the busy nail salon can be:

a) Ventilated nail tables. These have a small extraction fan and activated charcoal filters. The charcoal filters act like a sponge and absorb some of the vapors and dust in the air. Once they are full they became ineffective and need to be changed.
The filters must be of a thickness and type that absorbs the nail products. They are not effective at removing monomers found in acrylic nail products from the air. A ventilated nail table with correctly changed filters does not provide enough protection in a busy nail salon.

b) Local extraction. An exhaust system that is mounted on the side of the nail table and pulls the vapours and dust away from the client and nail technician. This system should preferably be vented to the outside of the building.

c) Ventilation/extraction units that remove air to the outside. This should be a professionally fitted system taking into account the number of nail tables, the average number of clients each day and the size of the salon. This is the preferred system for a busy nail salon.

d) Fans merely move the air around the salon and do not remove vapors and dust from the air. Opening a window does not work as this does not extract the air from the salon and may interfere with heating and air-conditioning systems.

9. First aid should be sought if you or your client suffers from any of these symptoms as a result of exposure to these chemicals. The first step to recovery is for you or the client to immediately leave the area where fumes have accumulated.

Absorption: Goggles and gloves will stop the chemical from physically touching hands and getting into eyes. Just as important is the way you work. Your training will show you how to work safely with nail products. Remember that some chemical over exposure builds up over time and you suddenly get symptoms such as dermatitis. In other cases skin reacts immediately. The following simple steps will assist in avoiding chemical over exposure through absorption:

1. Always use products in the way recommended by the manufacturer. The manufacturer has spent a lot of time and money developing products and wants you to be successful in the industry. They want to be successful too! The recommended way of working with the product is their way of ensuring that the product is used safely by you reducing the possibility of over exposure to the chemicals.

2. Check MSDS sheets and always know the safe way to handle nail products.

3. Check MSDS sheets and know what to do if you accidentally spill a chemical on skin or splash it into the eyes.

4. Cover all cuts and abrasions on you and your client's hands before you start the service.

5. Make sure you thoroughly dry your hands after you wash them.

6. Use moisturizing creams to keep the skin on hands supple and to prevent dryness.

7. Use goggles and gloves when using products with a high or low PH value. Acid based primers are an example.
8. Avoid skin contact of glues, acrylic liquids, etc. This is one of the leading causes of allergic reactions.
9. Label all containers including cleaning products or any bulk purchased products. Ensure that the label is waterproof and if any labels are not firmly attached, re-label the container.
10. Do not wipe brushes between fingers and thumb.
11. Dispose of wipes, cotton wool and tissues immediately after use.
12. Do not touch your face when you are working with products.
13. Use gloves when using nail enhancement gels and monomers.
14. Carry out a pre-sanitation and set up procedure between each client and don't be tempted to not change the client towel because it looks clean.

**Ingestion**: This is when the product is swallowed. The following simple steps will prevent ingestion:

1. Do not smoke in the salon or allow clients to smoke. Remember there are flammable materials in the products used by nail technicians and beauty therapists. Also you get product residue on your hands and this will transferred to the cigarette and into your mouth when you smoke. Wash hands before and after smoking.
2. Do not eat or drink in the salon area. Nail dust and vapours may collect in hot liquids that can absorb vapours from the air. Store and eat food and drinks in a separate area of the salon.
3. Always wash your hands before eating or some of the chemicals on your hands may be consumed with the food.

**Material Safety Data Sheets**

One way to learn about working safely with a chemical is to read the material safety data sheets (MSDS) for that product. Each MSDS must contain basic item information. MSDSs are written for everyone who uses or handles these products, not just nail technicians. A review of MSDSs will reveal that there is no set format, however, each MSDS must contain information about the identity of chemicals and the hazards they present including:

- how the product reacts with other chemicals
- signs and symptoms of over-exposure and illnesses that may be caused by the product, and relevant emergency and first aid procedures
- how product ingredients may enter the body and control and protection measures against this
● safe limits in the air to prevent over-exposure by inhalation
● carcinogen hazard of the chemical, i.e. whether any ingredient over on tenth of a percent is suspected of causing cancer
● precautions and handling procedures
● storage and disposal information.

It is the salon’s responsibility to collect the MSDS sheets which are supplied with the chemicals and keep them available for reference. Distributors of beauty supplies are required to supply an MSDS for each product purchased from them. If it is difficult collecting the MSDSs required, send a formal written request to the distributor.

Summary List of Use and Storage of Chemicals:
● Ensure premises are well ventilated
● Only use drop-on or brush-on products and try to avoid aerosol products
● Wear gloves when decanting or mixing products such as chemicals (including ready-made inks and powdered pigments) because they should not come into contact with the skin of the client or operator
● Label all solutions decanted from bulk containers, and date them with the day of decanting and a use-by date if applicable.
● Do not eat, drink or smoke in areas where chemicals are stored or used, because food and drink may absorb emitted vapours that can be flammable. A specific staff room should be set aside for breaks and the consumption of food.
● After handling chemical containers, secure their lids and store them in a cool area away from gas appliances.
● Secure chemicals to prevent unauthorized access. Especially make sure that any chemicals are not within reach of children. If they are they should have child proof lids.
● Remember that cotton wool and similar articles soaked with chemicals will be present in waste, so fumes will be dispersed into the room if not adequately contained. Remove waste regularly from the immediate client area to a larger, covered bin.
● Operators should request Material Safety Data Sheets relating to the safe handling, storage and first aid requirements for chemical products from manufacturers/suppliers of chemicals. Proprietors/operators should refer to these sheets for advice and keep copies on the premises at the point of use.

Learning activity A2.1
Using the preceding list, conduct an audit of the use and storage of chemicals in your workplace or training place. Make notes below of the practices which could be improved and how the
changes could be implemented.

Discuss the list with your trainer or supervisor to ensure that you have correctly identified areas to be improved and ways to implement the changes.

Workplace hazards - your rights and responsibilities.

There is an Occupational Health and Safety Act in each State and Territory. The Act covers many workplaces not just nail and beauty salons. The Act will outline the obligations of employers and employees in a workplace.

Let’s look at the obligations of the employee first. An employee is obligated to take reasonable care of their own health and safety and that of other people who may be affected by the work being done. For example, you must not take short-cuts which could reduce the level of safety. You must also follow the workplace safety policies and procedures, attend any health and safety training and use equipment supplied by the employer. Finally you must not misuse anything provided by the employer which could adversely affect health and safety in the workplace.

The Employer also has obligations under the Act such as the duty to provide a safe workplace. Compared to some industries a nail or beauty salon seems a relatively safe place. However there are still risks and these should be identified and dealt with as necessary. Some of the risks could be:

- Electrical Safety - many States and Territories have mandatory tagging and testing of electrical cords.
- Fire and Evacuation - having appropriate fire extinguishers and evacuation routes
- Material Safety Data Sheets and correct storage of all chemicals
- Spills and Falls - keeping the workplace uncluttered and cleaning up spills correctly
- First Aid - having the correct First Aid equipment available and trained personnel if necessary

Step 3 : Anatomy and function of skin on the hands and feet
(Theory & Practical)

Skin is the part of the body which is most visible and therefore contributes to the development of a person’s self-esteem and wellbeing. The care, maintenance and enhancement of the skin (as well as hair and nails) is the central function of the beauty industry. Skin works as a vital organ in the overall health of the body and forms part of the integumentary system of the body.
This system includes the skin, the nerves and glands within it, the hair and nails.

The skin is made up of three layers:

- **The epidermis**, which is the outermost layer. It provides a physical barrier between the inside and outside of the body.
- **The dermis** is the deepest of the layers and contains the glands, hair follicles, nerves and blood capillaries.
- **The hypodermis or subcutaneous** layer is made up mainly of adipose (fatty) tissue and is the entry point for the arteries and veins that supply the dermis. The main function of the hypodermis is to protect the body through providing a cushioning layer, but it also plays a role in hormone activity.

These layers of the skin help it perform various functions including:

- **Protection** - The skin provides protection from abrasion, loss of water and keeps the blood supply away from the surface where bacteria could enter.
- **Excretion** - The glands of the skin allow the body to lose heat and water when needed. They also allow the loss of certain salts and wastes from the body.
- **Sensation** - Abundant nerve endings and specialized receptors detect changes on the outside of the skin and give information about pain, temperature, touch and pressure.
- **Immunity** - The epidermis contains cells that fight infection when there is damage to the skin.
- **Vitamin D synthesis** - Ultra-violet light from the sun activates the production of vitamin D.
- **Body temperature regulation** - The skin reacts to stimuli received by either retaining heat or allowing it to leave the body. It maintains an even internal body temperature at all times to protect the inner organs.

**Learning activity A3.1**

Match the term in the left column by drawing an arrow to the description of the function it performs in the right column.

<table>
<thead>
<tr>
<th>Part of Skin</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidermis</td>
<td>Attached to the hair, they secrete oil which softens and lubricates the hair and skin.</td>
</tr>
<tr>
<td>Dermis</td>
<td>A tube-like opening in the epidermis where the hair shaft develops and into which the sebaceous glands open.</td>
</tr>
<tr>
<td><strong>Hypodermis or subcutaneous layer</strong></td>
<td>Functions to lower the body’s temperature and the excretion of other substances</td>
</tr>
<tr>
<td><strong>Sweat gland</strong></td>
<td>A layer composed of fat known as adipose tissue that provides cushioning for the body as well as playing a role in hormone activity.</td>
</tr>
<tr>
<td><strong>Stratum comeum</strong></td>
<td>Outer layer of skin that is composed of layers of different cells. It provides a barrier against light, heat, water, bacteria and a range of chemicals.</td>
</tr>
<tr>
<td><strong>Hair follicle</strong></td>
<td>The layer that contains numerous hair follicles, nerves, glands and blood vessels carrying oxygen nutrients and hormones. It provides the supporting framework of the skin and is elastic and resilient.</td>
</tr>
<tr>
<td><strong>Sebaceous gland</strong></td>
<td>Part of the epidermis and is a layer of flat dead cells that are continuously being shed and replaced.</td>
</tr>
</tbody>
</table>

Following is an unlabeled diagram of a magnified cross section of skin. Using any activity continued overleaf... appropriate resources for information, label the features in the diagram.

![Image 2 Skin cross section](image2.jpg)

Refer to the *Suggested answers* section at the end.

**Skin on the hands and feet**

The appearance of skin varies on different areas around the body according to the job it is required to do. The depth of the epidermis is thicker on the soles of the feet and in the palms of the hand than on the eyelid. The hands and feet take a large amount of 'wear and tear' and so the skin is thicker and 'tougher' as a result of this friction.

Areas of skin also differ in their features such as the type and amount of hair, glands, nerves and blood supply. The soles of the feet and the palms of the hand have no hair follicles, few sweat glands but a high density of nerve receptors. The palms and the soles are smooth.
areas of skin in most people due to the continual abrasion from shoes, walking and manual activities.

The areas of the hands and feet exposed to the sun such as the top of the feet and the back of the hands will often show the effects of ultra-violet radiation. The skin will darken in the presence of the sun and may also show the effects of sun damage and photo ageing. Skin that is not dry or damaged has a glossy appearance.

**Step 4 : Structure and function of the lower arm (Theory & Practical)**

To understand how nail services can benefit the client it is important to have knowledge of the muscles, bones and blood vessels that lie below the surface of the skin in the hand and lower arm.

**The Function of Bones**

The skeleton is made up of 206 bones, joined together to make a strong, but moveable living framework for the body. Without bones, humans would be unable to move because muscles attach to bones and when muscles contract they shorten and pull on bones, which moves them. The bones in our body have many functions:

- **support** - they give our body its upright position and provide the framework on which our muscles are attached.
- **protection** - the ribs provide a cage for the protection of our vital organs; the skull protects the brain; the vertebra protects the spinal cord.
- **movement** - is allowed because muscles are attached to bones.
- **storage** - calcium and phosphorus are minerals stored in bones and move from bone to bone via the blood supply to where they are needed.
- **haematopoiesis** - which refers to blood cell formation. In certain parts of bones new blood cells are made constantly to replace worn out blood cells.

**Bones of the forearm and hand**

The **humerus** is the bone that makes up the upper arm. It articulates (moves with/against) the **scapula** (shoulder blade) at its proximal end and at the distal end (furthest from the body) it articulates with the **ulna** and **radius** bones in the forearm. The humerus, like all bones, is not completely smooth because there are various muscles that attach to the bones by tendons. A rough surface allows for tendons to hold firm under stress and also allows for the bone to articulate together at its ends. The 'funny bone' as we call it is the distal end of the humerus and gets its name from the 'humour' bone.
The ulna and radius bones make up the lower arm or forearm. The radius is situated on the thumb side. The radius is the smaller of the two bones. The ulna is larger and is located on the small finger side of the forearm. These two bones overlap each other when we move or twist our lower arm. Because the bones of the ulna and radius articulate with the humerus, they have a strong covering of articular cartilage at the ends, which acts like a cushion to protect the bones from rubbing together. In fact all articulating bones have cartilage for protection.

The wrist bones are referred to as the carpal bones. There are eight carpal bones, all small and irregular in shape. They are arranged in two rows of four and are strapped together by ligaments that hold the bones in place. Since the bones are small they allow for many different fine movements.

The metacarpal bones are small bones running across the palm of the hand. There are five metacarpal bones each lying parallel to one another. The metacarpal bone running to the thumb is an exception because it goes out at an angle. This allows for greater manipulation in the human hand and sets us apart from all other mammals by allowing movements not possible in other animals.

The phalanges are small long bones forming the digits. There are fourteen: three in each finger and two in the thumb.

Learning activity A4.1

After reading the above information about the bones of the forearm and hand, write the names of the groups of bones indicated on the diagram.

Refer to the Suggested answers section at the end.
The muscles of the arm and hand belong to a group of muscle called skeletal muscle. This is the muscle that is attached to bones all over the body and enables us to move. Under a microscope this muscle tissue has a striped appearance. The tissue consists of fine thread-like fibers that appear in dark and lighter bands. Each fiber is covered in a thin sheath and is joined to all other fibers by a larger sheath that wraps around. These bundles form larger and larger bundles, which ultimately make up an individual muscle.

Muscles lie under the subcutaneous layer of the skin and have a very rich blood and nerve supply. Muscle fibres are able to shorten when they contract thereby acting as levers on the bone they are attached to in order to move them. Since they are very active, the blood supply is important. The arteries that bring oxygenated blood from the heart become smaller capillaries in the muscle. These bring blood rich in food (glucose) for fuel and repair and oxygen to help release the fuel in muscle cells. The veins in muscles are just as important because they take away the waste products of the fuel combustion including carbon dioxide.

Muscles are under the control of the 'voluntary' nervous system. This means that we move our skeletal muscles with a conscious thought - we 'will' them or tell them to move. The nerves in the muscle tissue are both motor and sensory. The motor nerves bring stimuli to the muscle fiber causing it to contract. The sensory nerves make us aware of muscle tension and some provide the body with information about changes that may be occurring outside the body, for example, temperature or pain.

Muscles are able to act as levers and move bones because they are attached to bones by tendons. Most muscles lie over a joint between two or more bones. When the muscle contracts and shortens it pulls up the lower bone. Each muscle in the arm and hand has a body and two ends. One end is called the origin and is fixed to the bone which remains still when the muscle contracts. The belly of the muscle lies to one side of the joint (otherwise it would get
in the way of a bent arm at the elbow for example). The other end of the muscle is called the insertion. This is the point at which the muscle is attached to the bone that moves when the muscle contracts.

For every muscle that moves a bone in one direction, for example, flexion at the elbow, another muscle is required to open or extend the arm. Muscles move when stimulated by nerve impulses within the body. The following diagram shows the lever action of muscles.

Three primary functions of muscles are to:
1. move bones
2. retain posture or muscle tone
3. produce heat

**Movements Allowed by the Forearm and Hand**

Muscles can move bones by contracting or shortening which pulls on the inserting bone. Here is some terminology used to describe the movements we make:

- **flexion** - to bend at a joint, for example, bending forwards, bending the elbow and bending the knee.
- **extension** - to straighten or stretch, for example, straightening the elbow or straightening the leg.
- **abduction** - moving the bone away from the body, for example, lifting the arm away from the body.
- **adduction** - moving the bone towards the body, for example, lowering the arm back towards the body.
- **rotation** - moving the bone around its own axis, for example, rotating the wrist.
- **supination** - turning the palm of the hand to make the palm face up
- **pronation** - turning the palm of the hand downward, for example, face down
- **dorsiflexion** - raising the toes towards the knees.
- **plantar flexion** - pointing the toes towards the floor.

**Muscles of the forearm and hand**

Many of the names of the muscles in the body give a clue as to what movements they allow and which directions the bones can move. For example the flexor muscles allow flexion or bending to occur and the extensors let the body straighten. The forearm contains numerous small, less powerful muscles than the upper arm, for movements of the wrist and digits. In the front lie the flexors of the wrist, the common flexors of the fingers, the long flexor of the thumb and the pronator muscles of the wrist.
The flexors of the digits divide into four tendons, which run across the palm of the hand and up to the digits where they insert. At the back lie the extensors of the wrist and fingers, the extensor of the thumb and the first finger and the supinator's of the wrist.

The hand contains very few muscles. This is because too many muscles would interfere with our ability to use the hand for grasping and lifting. Therefore many of the muscles that move the hand are in the forearm. The hand contains the flexor of the thumb and the adductor and abductor muscles for the digits. The adductor and abductor muscles are only well developed at the base of the thumb and the little finger. The following diagram shows the muscles of the hand.
**Blood supply for the arm and hand**

A handy hint for remembering the direction of blood flow in arteries or veins:

**Arteries carry blood away from the heart.**

The radial artery and the ulna artery supply the forearm, following the line of their companion bones - the radius and ulna. Both extend over the wrist to supply the arteries of the hands and fingers. The radial artery runs particularly close to the surface of the skin, and is often used as a point for monitoring the pulse rate.

The venous system of the arm includes the digital veins, the cephalic and median vein of the forearm, the basilic vein (running the length of the arm) and the brachial vein. These veins drain into the axillary vein, which returns deoxygenised blood to the heart.

**Step 5: Structure and function of the lower leg**

To understand how nail services can benefit the client it is important to have knowledge of the muscles, bones and blood vessels that lie below the surface of the skin in the lower leg.

**Structure and Function of the Lower Legs**

Some more terminology:

**Medial** means closest to the midline of the body so if you say the medial aspect of the knee you mean the inside of the knee.

**Lateral** means towards the outer side of the body so if you say the lateral aspect of the knee you mean the outside of the knee.

![Image 8 Bones of the lower leg](image8)
Bones of the lower leg and feet

The **tibia** is the second largest bone in the body running down the inside or medial side of the lower leg. It is the larger of the two lower leg bones. The shin is the prominent flat edge that can be felt below the skin. The tibia has many attachment points for tendons and ligaments, which are important in strapping the knee joint to add strength and stability.

The **fibula** is a slender bone on the outer or lateral side of the lower leg. The lower extremity of the fibula bone forms the lateral malleolus that is known as the ankle bone. The **talus** is the ankle joint made up of three bones.

Feet have a profound effect on the whole body and are exposed to the stress of supporting the body and enabling movement aching feet lead to changes posture and can set up problems in other parts of the body. Ill-fitting shoes can cause malformations in feet and the leg, and feet often suffer from poor circulation since they are furthest from the heart.

There are seven tarsal bones in the ankle of the foot. The talus or ankle bone is the largest bone in the ankle and is the only bone that articulates with the tibia and fibula. This gives greater strength to the joint but lessens that amount of movement in the ankle when compared with the wrist. The calcaneus is the heel bone. It rests on the ground when we stand. The navicular, cuboid and cuneiform bones form the instep of the foot.

The metatarsals are the five bones that articulate with the tarsals and the phalanges below. They form the arch of the foot.

The phalanges are the small bones forming the toes. There are fourteen bones in each foot, three in each toe and two in the big toe.

**Learning activity A 5.1**

Using the information you have read about the bones of the foot, write the names of the main groups of bones indicated.
Bones of the foot

The bones of the foot form arches over which the weight of the body is poised. The only bones that touch the ground are the calcaneus at the back and the front extremities of the metatarsal bones and the phalanges. The arches of the foot give you spring; strong ligaments in the sole of the foot support them. Muscles and tendons cross the sole of the foot. These arches are lost when muscles become flabby and stretched; this condition is known as 'flat foot'. There are three arches of the foot, one that runs between the big toe and the heel. This is called the medial arch. The second is one that runs between the little toe and the heel and it's called the lateral arch. The third is the transverse arch and it runs between the distal end of the lateral and medial arches - or between the ball of the big toe and the ball of the little toe.

Muscles of the lower leg and foot

The chief muscles of the lower leg include:

- the gastrocnemius
- the soleus
- the plantaris
- the tibialis anterior

The gastrocnemius and the soleus form the flesh of the calf and you can feel them at the back of the lower leg. The gastrocnemius lies over the soleus. Both muscles unite lower down the leg to form a strong common tendon called the tendo calcaneus or 'Achilles' heel'. The gastrocnemius and soleus flex the foot. The plantaris is a small muscle with a long tendon. Its belly crosses the back of the knee and the long tendon inserts into the calcaneus with the
Achilles tendon. It helps the gastrocnemius. The tibialis muscle lies on the front of the lower leg and can be seen when the foot is raised towards the front of the leg.

Muscles of the foot
Here is some more terminology used to describe parts of the body:

The **dorsum** of the foot is what you see when you look down onto the foot, it's the top of the foot. The **plantar** surface of the foot is the sole of the foot, the underside. The muscles of the foot are complex and it is not necessary to know the individual names. There are muscles that lie over the top of the foot, muscles between the bones of the foot and muscles that help move individual toes. What is important to know is that these muscles work extremely hard all day and that is why massaging the feet feels so good.

Blood supply for the lower leg and foot
More terminology to use when describing the body:

**Anterior** means the front view.

**Posterior** means the back view.

The arteries in the lower leg are deep in the leg for protection. The main arteries in the lower leg branch from a larger artery in the thigh known as the femoral artery. Behind the knee the branch becomes the popliteal artery. Further down it branches into the anterior tibial artery and the posterior tibial artery. This tibial artery passes down the front of the ankle and supplies the foot. The posterior tibial artery runs down the back of the leg, and crosses the ankle on the inner side between the medial malleolus and calcaneus. The plantar artery supplies the arch of the foot.
The veins arise out of the instep and run up the back of the leg receiving blood from many tributary vessels. They empty into the deep popliteal vein at the back of the knee. The long saphenous vein comes out of the inner side of the instep and runs up the inner leg. Between the main veins are a number of smaller veins. These allow the blood to drain into the deep veins from surrounding tissues.

Image 12 Blood vessels in lower leg and foot

Veins have to take blood from the lower end of the body against gravity and back to the heart. For this reason veins have valves that are located close to or between skeletal muscles. When we contract the muscles of the lower leg the blood is helped to move by a pumping/pushing action. The valve closes and the blood cannot flow back towards the foot. With the next contraction of the muscle the blood is pushed up again and closer to the heart. The valves once again stop its backflow. It is the failure of these valves that causes varicose veins.

Image 13 Placement of veins between muscles
Your Checklist:
To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.

<table>
<thead>
<tr>
<th>TASK:</th>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have located my State or Territories Health Regulations on the internet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to prevent cross infection</td>
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</tr>
<tr>
<td>I know how to correctly wash my hands when working</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to correctly clean and disinfect all instruments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to work safely with chemicals</td>
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<tr>
<td>I know what Material Safety Data Sheets are</td>
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</tr>
<tr>
<td>I know the function and role of the skin</td>
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<td></td>
</tr>
<tr>
<td>I can identify the layers of the skin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify the main bones of the lower arm and leg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify the main muscles of the lower arm and leg</td>
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</tbody>
</table>
Section B:
Apply knowledge of structure and function of nails to nail treatment (Theory & Practical)

What is a normal nail?

*Compare your nails to those of other students or work colleagues. What differences do you see?*

*Compare at least five different sets of nails and remember the differences as you work through this section.*

Step 1: Appearance and gross anatomy of the normal human nail

Nails are tightly packed, hard cells of the epidermis of the skin. They replace the epidermis on the tips of fingers and toes but are continuous with it so that bacteria and micro-organisms cannot enter the body. Healthy nails are shiny and translucent pink due to the blood capillaries underneath. The surface of them is not smooth but has tiny longitudinal ridges on them which form as the nails grow. The technical term for the natural nail is onyx. The main function of the nail is to protect the end of the digits - fingers and toes. Other functions of nails include:

- grasping and manipulating objects in various ways
- increasing the sensitivity to feel and touch
- acting as defence tools
- enhancing appearance.

As a nail technician you can offer a variety of services to enhance the appearance of nails. People are often concerned with the appearance of their nails and seek ways of improving them from a professional. Social confidence can improve when people enhance their appearance.

There are many variations in the shape of nails including the length, width, cross and length curvature, thickness, strength and stability. Clients are often unhappy about their natural nail shape and length. Though their nails may be healthy and normal, people seek ways of 'correcting' what they see as faults and wish to enhance their hands. Sometimes the motivation for seeking nail services is to be fashionable or to engage in some pampering.

Learning activity B1.1

In general, what aspect/s of their nails 'appearance do you think people are most often concerned with? If necessary, ask nail technicians about the general nature of their clients'
discuss your answer with your trainer or supervisor to ensure that you are aware of the reasons people seek nail services.

Illustrated below is a variety of normal nail shapes which you may encounter while providing nail service.

![Image of Nail Shapes](image14nailShapes.png)

**Learning activity B1.2**

What nail services might you recommend for a client (subject to a consultation) who has these particular nail shapes and why? (You may need to refer to other learner guides which cover the range of nail services.)

Record your answers in the table below

<table>
<thead>
<tr>
<th>Nail Shape</th>
<th>Recommended nail service/s</th>
<th>Reason for your recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claw or hood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ski jump</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fan</td>
<td></td>
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</tr>
</tbody>
</table>

*Discuss your choice of services with your trainer or supervisor who will check the soundness of reasons for your recommendations*
Structural Features of the Nail

You need to understand the structural features of a finger nail and the terminology used to describe these features as part of learning to provide nail services effectively.

Learning activity B1.3

Label this diagram with the names of the structural features of a fingernail using the information provided below.

Image 15 Structure of the nail

Refer to the Suggested answers section at the end.

Edge

This is the part of the nail that extends from the end of the nail bed outwards. The free edge is shaped during a manicure and pedicure. Its role is to protect the fingertips. It is subject to stress in day-to-day activities.

Nail Plate

Composed of hard keratin, which forms a protective structure for the fingertip. It extends from the matrix to the free edge. The nail plate is kept in position by interlocking cells on the underside, which hold onto the nail bed. Nail plate cells are held together by a small amount of moisture and fatty tissue. The nail plate is absorbent. When soaked in water the nails absorb water and will become soft and expand. The fingernail is made up of approximately 100 layers of flat, dead keratin cells.

Nail Groove

These grooves or channels on either side of the nail plate protect the sides of the nail plate as it grows.
Lunula (lu\'nu\'-lah)
This is the name for the half moon or white crescent shape visible through the base of the nail plate. The lunula is the front part of the matrix where keratinisation (keratin entering the cells) takes place. The lunula is the softest part of the nail plate because the nail is still hardening as it grows. It is therefore easily damaged and soft in comparison with the rest of the nail plate.

Eponychium (ep-o-nikeum)
This is the fold behind the cuticle. It consists of layers of the epidermis. Underneath this fold the nail emerges from the matrix.

Cuticle (kyoo-ti-kel)
This is the non-living tissue that comes from the underside of the eponychium and sticks to the nail plate as it grows out. It is dead tissue and can be gently removed during the manicure.

Matrix
The matrix determines the shape and quality of the nails. The matrix is the only living and reproducing portion of the nail. It produces nail plate cells by mitosis (cell reproduction). As these cells mature they will fill with keratin and harden as they push forward away from the blood supply thereby forming the nail plate. Matrix damage can cause malformation of the nail plate. Some disorders and diseases can affect the matrix.

Nail Bed
The nail bed lies underneath the nail plate and starts at the matrix and finishes at the Free Edge. The longitudinal ridges of the nail bed interlock with the ridging on the underside of the nail plate, keeping the nail in position. The opaque colour of the nail plate allows the pink of the blood capillaries underneath to show through. The function of the nail bed is to act as a support for the nail plate.

Hyponychium (hi-po-nikeum) This is the fold of skin directly under the free edge.

Nail Composition
Nails are formed from the outer layer of the epidermis called the stratum corneum. Growth is due to a transformation of the superficial cells of the matrix into the hardened transparent nail cells. This process is called keratinisation in which the matrix cells take on keratin, die and harden as a result.

These cells start in the matrix and are pushed forward over the nail bed as it grows. The hardness is produced when keratin fibres take over the cell. Keratin in nails is similar to the
keratin protein found in hair. It is a strong protein material. Microscopically, keratin molecules are twisted together to form a strong fibre.

**Nail Strength and Flexibility**

Nails are very tough because of the keratin they contain and because they have a low water content. Analysis of nail clippings also shows that they contain iron, aluminum, copper, silver, gold, titanium phosphorus, zinc, sodium and chloride, all in very tiny amounts. The mineral calcium is often linked with nail health but actually only makes up 0.07% of the nail plate.

Nail plates are a unique combination of the characteristics of strength and flexibility. The strength comes from the sulphur links in the keratin and the flexibility comes predominantly from its moisture content. Water moves around freely in the microscopic tunnels within the nail bed and then into the surface of the nail plate. Although the nail plate seems dry it is in fact moist. The moisture acts as a lubricant for the keratin strands within the nail plate allowing for flexibility in the tight coils. Moisture in the nail also helps its shock absorbing qualities because the water softens the blow.

Splitting, peeling and breakage of the nail plate can be caused by too much water as well. People who constantly have their hands in water often suffer from poor nail condition. Excessive water can make the nail plate over soft because the nail cells swell and lead to problems on the nail plate.

The nails 'health is determined to a large degree by the nail matrix's' response to the environment. When nails are covered by nail enhancements the natural nail underneath doesn't have to stay strong to resist and protect the finger ends - the nail enhancement performs this function. As a result the nails can become thinner and weaker. As soon as the products are removed the nail plate will begin to resume its role as a protection and manipulation tool in everyday life.

It is important to remember the nail plate is only the visible structure of a complex group of structures. As a professional nail technician you must know when you are able to perform treatments on your clients and be aware of contra-indications but not diagnose.

**Nail Growth**

Nails grow at different rates in different people. In a normally healthy adult the rate is estimated to be about 1 mm per week. A normal range of growth would be 0.5 to 1.2mm per week. If a nail is lost through injury it will grow again as long as the matrix is still alive. A new nail will take several months to grow. The speed at which our nails grow is something we have no control over, that is, it is genetically controlled. The length of nail we retain is determined by many factors such as occupation, damage and the length we decide to cut them. Good nutrition is essential for normal growth. In cases of poor nutrition nail growth is slowed.
The nail plate is dependent upon keratin to give it its hard characteristic. Despite what many people believe, the nail plate does not need a rest from nail varnishes or nail enhancements. The nail plate itself doesn't depend on an oxygen supply to stay healthy because keratin is dead; however, the nail bed, matrix and cuticle do depend on oxygen because they are made of living cells that need a constant supply of oxygen and glucose and they also require the removal of waste products. The blood capillaries cover and supply the skin and nails.

A few facts about nail growth:

- Nails grow faster in warmer weather
- Nail growth is faster in children and slows as we age
- Growth in toe nails is slower than fingernails
- Growth rates among the fingers will vary, for example, the middle finger grows fastest and the thumb the slowest
- Nails grow faster in males than females
- Nails grow faster in daytime
- Nails in the dominant hand grow slightly faster than the other hand
- Vitamins, calcium or gel cannot stimulate nail growth - nothing can be taken to increase the speed of nail growth
- Damage to the cuticle can interrupt nail growth producing a ridge or mark on the surface of the new nail.

**Step 2 : Identify common problems of the skin on the hands and feet (Theory & Practical)**

In the course of your work, you will come across clients with common skin problems. Having knowledge of the symptoms and causes of these disorders is important in understanding areas of the skin that may need to be avoided completely or treated gently with mild, soothing products rather than stronger products. In other cases you can work safely on a client with a condition or apply treatments that improve it. In a few cases you cannot do a pedicure or manicure treatment at all and will need to refer the client to a medical practitioner.

Several treatments of the hands and feet can improve the circulation and blood supply and help maintain the health and condition of the skin and nails. In paraffin wax treatments, the heat provided by the warm paraffin wax encourages the blood vessels to dilate and blood cells to move freely around the skin. The nerve endings can be stimulated in this way and so enhance the health of the skin tissue. Increased blood supply and nourishment will also improve nail strength, assist in the prevention of splitting and encourage nails to grow longer.
Massage of the hands and feet has similar effects where the increased circulation can benefit the skin and surrounding tissue. Massage movements help to relax the muscles, reduce tension and increase circulation to the skin cells while desquamating and uncovering fresh cells. This can increase metabolism and cell production which leads to improved skin health and tone.

A general rule is that if the skin is broken, inflamed, infected or raised, working on that part of the skin should be avoided. Lesions indicate a change in the skin structure caused by injury or disease. Some examples of lesions are scars, blisters, scabs, cysts, cracks or fissures, ulcers, wheals (hives) and pustules (lumps that contain pus).

Any diagnosis or treatment must be left to a medical practitioner, however basic knowledge allows the nail technician to clearly explain to a client that a service cannot be performed until the problem has been resolved.

Many lifestyle factors influence the appearance of the skin and people often neglect the care of the skin on their feet and their hands.

**Xerosis** is the technical name for 'dry' or rough quality of skin. The skin needs moisture to stay smooth and supple, and retaining moisture is especially difficult in winter. Bathing provides the skin with moisture temporarily, but it removes the skin’s oily layer and in the long run causes more moisture so loss than gain. Hands, which are regularly covered in strong soaps and detergents and placed in liquids, can become dry because the oils that sit on the skin and act as softeners and sealers are stripped away. Over exposure to wind and air conditioning can increase the evaporation of moisture from the skin's surface and also lead to dryness. Manual labour and walking bare footed increases the friction on skin and toughens and thickens it as well as leaving it opens to abrasion. The following diagram shows the cellular formation of normal skin, skin with xerosis and the effect of adding water and a moisturizing agent to abrasion.

**Image 16 Skin Cell diagram**

A - Normal Skin. The disc-like top layer of cells lie in parallel.
B - Xerosis (Dry Skin) The disc-like top layer of cells are irregularly aligned with many cells projecting above the skin surface
C - Dry skin after immersion in water. The disc-like top layer of cells are swollen, lacking sharp projections.
D - Dry skin after immersion in water and topical application of an oil or emollient. A hydrophobic film overlies the swollen top layer of cells slowing water loss and making the top layer smooth.

Other common skin diseases, which may need to be managed by a dermatologist, are psoriasis and eczema. These cannot be completely cured but may benefit from some services provided by a nail technician with approval of a medical practitioner.

Psoriasis is a chronic, genetic, non-contagious skin disorder that appears in many different forms and can affect any part of the body, including the nails and scalp. Dermatologists can help to determine which of the types of psoriasis is present. The most common type of the disease is characterized by raised, thickened patches of red skin covered with silvery-white flaky scales. On the nails, psoriasis can cause pitting, mottling, onycholysis, colour changes and thickening of the nail bed.

Eczema is a general term encompassing various inflamed skin conditions. One of the most common forms of eczema is contact dermatitis (or ‘atopic eczema’). This chronic, relapsing, and very itchy rash at some point affects approximately 20 percent of people. In some people, eczema may 'bubble up' and ooze. In others, the condition may appear more scaly, dry, and red. Chronic scratching causes the skin to take on a leathery texture because the skin thickens. The condition appears to be an abnormal response of the body's immune system. In people with eczema, the inflammatory response to irritating substances is overactive, causing itching and scratching. Eczema is not contagious and it can be managed with treatment and avoidance of triggers.

In the nail industry contact dermatitis is a common disease and can result from touching a substance or an ingredient in a product and can cause reactions on the skin either in the short term or long term. Allergic reactions are caused by prolonged or repeated contact with the irritant concerned. Corrosive substances are strong irritants eg nail primers. Clients as well as nail technicians who are exposed to certain products can develop contact dermatitis.

Water is also a common irritant. A nail technician's hands are washed frequently, their skin may become sore, cracked and chapped as the oils that sit on the skin and act as softeners and sealers are stripped away. Dermatitis temporarily damages the epidermis and causes swelling and a rash, which can become scaly, cracked and dry. Hands should always be dried thoroughly and applying a plain barrier cream may be helpful. Where possible, wear waterproof gloves lined with cotton gloves for protection while working to minimize contact with irritating products and to allow for healing of any skin reactions. However there is no excuse for not working safely with chemicals.

Part of the job of nail technician is to recommend suitable nail and skin care services to clients as well as recommend that a client seek medical advice where appropriate. The condition of the skin of the hand may be improved through various nail service treatments.
Learning activity B2.1

Julia suffers from mild dermatitis on the hands since she has taken up a new job as a florist. Her nails are chipped and broken. What services can a nail technician offer a client like Julia to improve the condition of nails and the skin on her hands? After doing some research, in the space provided in the table, indicate which of the nail services would or would not be appropriate for Julia and why.

<table>
<thead>
<tr>
<th>Service</th>
<th>Suitability for Julia - recommended or not recommended? Why?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manicure</td>
<td></td>
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<tr>
<td>Hand and arm massage</td>
<td></td>
</tr>
<tr>
<td>Hot oil manicure</td>
<td></td>
</tr>
<tr>
<td>Paraffin wax service</td>
<td></td>
</tr>
<tr>
<td>French manicure</td>
<td></td>
</tr>
<tr>
<td>Acrylic nails</td>
<td></td>
</tr>
</tbody>
</table>

Discuss your recommendations and reasons with your trainer or supervisor to ensure that you have made appropriate choices.

Keratosis and photo ageing

The skin on the back of the hands is more regularly exposed to ultra-violet radiation than many other areas of the body because it is usually uncovered. Thus, it often shows signs of photo ageing such as wrinkles, dry, rough, texture and uneven spots.

Liver spots, also called lentigines or lentigos, are sharply defined, rounded, brown or black, flat patches of skin which appear individually or in clusters. The epidermis expands with more pigment, and becomes hyperpigmented, developing what looks like a large freckle. Many people have a hereditary predisposition to them, especially those with fair skin. While liver spots may develop at an early age, even in childhood, they are more common in older people,
especially those who have spent too much time in the sun. The spots are not cancerous, nor do they lead to cancer. However, on skin exposed to the sun, they may be accompanied by precancerous scaly, red elevations of the skin called actinic keratoses. Dark spots, which might be cancerous, may also appear to be lentigines. A doctor should evaluate all of these blemishes.

Actinic Keratosis also called solar Keratosis are dry, scaly, rough-textured patches or lesions that form on the outermost layer of the skin after years of exposure to ultraviolet light through a process known as hyperkeratinization. These lesions typically range in colour from skin-toned to reddish brown and in size from that of a pinhead to larger than a thumbnail. Occasionally, a lesion grows to resemble an animal horn and is called a ‘cutaneous horn.’

Actinic Keratoses have the potential to progress to squamous cell carcinoma, a type of skin cancer that can be fatal. They also indicate extensive sun damage to the skin, which makes a person more susceptible to other forms of skin cancer, including melanoma. Melanoma is considered the most lethal form of skin cancer because it can rapidly spread to the lymph system and internal organs.

**Learning activity B2.2**

Jenny is 45 and tells you that she is worried about the 'nasty liver spots' that have just begun to appear on the back of her hands as you are giving her a monthly manicure. She asks you if you can do anything about them. How would you respond to Jenny's question? Make notes about what you might say in the space below.

………………………………………………………………………………………………………………………………………………………………………………

Check with your trainer or supervisor that the response you have provided is accurate and also shows tact and discretion towards the client.

Two common skin pigmentation disorders you will encounter in your work as a nail technician are Vitiligo and Chloasma.

**Vitiligo** a non-contagious skin pigmentation disorder that shows up as smooth, white, painless spots or patches on various parts of the body. The white areas are due to the loss of the pigment (melanin) that gives the skin its colour and protects it from the sun's ultraviolet rays. The hair in the affected areas may also turn white. It is a common condition that affects between 1 and 2 per cent of people worldwide with 95 per cent of all people who develop vitiligo developing the condition before their 40th birthday. It generally affects both men and women equally. The cause of vitiligo is not fully known. Clients who are concerned about this condition should seek medical attention and be advised to use sunscreens on affected areas which are very prone to sunburn.
Chloasma. Changes due to pregnancy hormones sometimes cause increased secretion of melanin. This results in patches of darker skin called chloasma, on a woman’s nose, cheeks or forehead or other parts of the body. These changes will disappear after pregnancy. Chloasma may also appear in women on the pill and/or those with a liver or hormonal complaint.

Learning activity B2.3
Examine the skin condition of the hands of two people of significantly different ages who are generally in good health. Briefly note the differences in skin condition and provide an explanation in terms of skin science, for example the effects of sun, lifestyle, age and health. (Use any suitable sources of information to help you write the explanations.)

<table>
<thead>
<tr>
<th>Older person</th>
<th>Younger person</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Discuss your observation with your supervisor or trainer to ensure that you have provided appropriate explanations.

Conditions of the feet
There are many groups in the community who experience difficulties with their feet. These include athletes, elderly people and those suffering from diabetes or circulatory problems. It is important for the pedicurist to understand foot problems so they recognize the minor conditions they can work with and help improve, and which problems need to be attended to by a medical specialist. It is illegal for a nail technician to use a knife or cutting instrument on a client’s feet. This is the job of a podiatrist or a surgeon. The role of the nail technician is very different from that of a podiatrist. Diagnosis of any foot or lower leg ailment should be left to a medically trained person.

Learning activity B2.4
What is the role of a podiatrist? Use any suitable source to find this information.

Refer to the Suggested answers section at the end.
Fungal conditions
The foot is covered with 250,000 sweat glands that produce about one cup of sweat each day. The moist, dark, warm environment created in shoes and socks by sweat provides an ideal situation for fungus and bacteria to grow. Fungal and bacterial conditions can cause dry skin, redness, blisters, itching, and peeling which can lead to infections. Infections in the feet are often hard to cure and reoccur. Foot problems caused by fungus include:

- smelly feet
- athlete's foot also known as tinea pedis
- infected toe nails or onychomycosis

Plantar Warts /Papilloma
Warts are small skin growths caused by viral infections. There over 100 types of human papilloma virus (HPV). Plantar warts or papillomas look like small, hard bumps, can have tiny black dots on them and are most commonly found on the soles of the feet. Warts are transmitted by direct contact. The incubation period varies from one to 12 months, depending on the type of virus. Do not treat this client until the condition is cleared. Refer them to a medical specialist for treatment.

Corns and calluses
Corns and calluses are caused by friction and pressure where the bony parts of the feet rub against shoes. They can be caused by feet sliding around in shoes that are too big or by the pressing of shoes that are too tight. Calluses are bigger than corns and are usually found on the sole of the foot, either around the heel or around the front of the foot at the base of the first and fourth toes - places where pressure occurs. Corns are smaller and often have a central core, or 'plug', of keratin, which can be seen. The top of the fifth toe (where it gets squashed by tight shoes) is the most common site for a corn. Sometimes they are found between the toes, where they can be extremely painful.

Ingrown toenails
Ingrown toenails generally occur due to poor nail cutting technique, abnormal nail shape or poor footwear and result in inflamed, painful skin surrounding the toenails. Some people have toenails that are prone to ingrowing regardless of how they cut them. In these cases, the only permanent solution is to remove the outer margins of the nail through a minor surgical procedure.
Client groups who are at greater risk of having foot problems

Athletes and people who play a lot of sport need different foot care from the average client. Athletes generally do not want their calluses removed, as they act as a protective layer to make sports shoes more comfortable. However, the callous area can develop cracks extending into the skin and make the foot vulnerable to infections. Some sports can lead to particular disorders such as black heel in soccer and basketball players, tennis toe in tennis players, and corns, callous and blisters in hikers. Black heel is when the skin on the heel turns black because of internal bleeding caused by stress from abrupt contact between the foot and the hard surface. Tennis players can damage their toenails because of sudden stopping. This can build up blood in the skin under the toenail and allow fungal growth to establish. Clients with these conditions need to seek advice from a podiatrist or medical practitioner.

People with diabetes have a greater risk of serious foot problems due to circulation impairment which can delay healing. Another complication of diabetes is nerve damage that causes individuals to lose sensation in their feet. This is dangerous because it means a person may not know that their foot is injured. A shoe rubbing that goes unnoticed could lead to a blister and an infection, which is slow healing because of poor circulation. People with diabetes should check their feet daily for cuts, blisters, bruises or signs of injury, and wear shoes that protect feet from injury and do not rub.

Learning activity B2.5

Why are elderly people prone to foot conditions?

Refer to the Suggested answers section at the end.

Precautions

These care conditions that you can generally work on and sometimes can help to improve them. The list includes conditions of the feet and nails.

<table>
<thead>
<tr>
<th>Name</th>
<th>Cause</th>
<th>Appearance</th>
<th>Action/Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beau’s Lines</td>
<td>May result from severe short term illness, high fevers, drug reactions, pregnancy. Usually due to the matrix slowing production of new cells</td>
<td>Horizontal traversing ridges which can be shallow or deep.</td>
<td>Treat mild cases with gentle buffing. In severe cases the client should see a medical practitioner.</td>
</tr>
<tr>
<td>Name</td>
<td>Cause</td>
<td>Appearance</td>
<td>Action/Treatment</td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Blisters</td>
<td>Friction.</td>
<td>Fluid filled pockets between layers of skin.</td>
<td>Gentle pedicure. Do not break the skin. Remember broken skin is a pathway for infection.</td>
</tr>
<tr>
<td>Bunion</td>
<td>Hereditary tendency, foot injury, neuromuscular disorder. Most bunions form as the big toe responds to abnormal pressure.</td>
<td>Enlarged bone on the side of the main metatarsal joint of the big toe. The toe may be angled mildly or sharply toward the other toes.</td>
<td>Normal pedicure. No rasping. Gentle massage. Client should wear roomy supportive shoes. Refer client to podiatrist.</td>
</tr>
<tr>
<td>Calluses</td>
<td>Build up of hardened, thickened skin in pressure areas.</td>
<td>Hard, dry skin on the heels and ball of the foot. More advanced cases can result in fissures.</td>
<td>Regular pedicure. Exfoliate and moisturize areas affected.</td>
</tr>
<tr>
<td>Discolored or stained nails</td>
<td>Can be caused by circulatory or heart conditions, medications, smoking or exposure to environmental chemicals such as dyes.</td>
<td>Nail can be a variety of colours including yellow, blue, green, red or purple</td>
<td>Application of a coloured polish can hide this problem. Make sure you use a base coat under the coloured polish. Advise client to see a medical practitioner is they cannot identify the cause.</td>
</tr>
<tr>
<td>Habit Tic</td>
<td>Often a nervous habit where the client continually picks at the nail plate.</td>
<td>Ridges in nail, distressed cuticles and malformed nail</td>
<td>Treatable with regular manicure. The client should be made aware that constant picking at the nail is the cause.</td>
</tr>
<tr>
<td>Hammertoes</td>
<td>Pressure from shoes.</td>
<td>A common deformity. Small bones in toes become 'hooked'.</td>
<td>Regular pedicure.</td>
</tr>
<tr>
<td>Hangnails</td>
<td>Cuticle biting and cutting.</td>
<td>Dry cuticle that sticks out and catches on clothing. When moved it is sometimes painful.</td>
<td>Frequent manicures with emphasis on cuticle care. Suggest homecare routine using suitable cuticle remover. Tell clients not to cut the hangnail.</td>
</tr>
<tr>
<td>Heel fissures</td>
<td>Dry skin, built-up calluses.</td>
<td>Deep cracks may appear and these can become infected.</td>
<td>Refer serious problems to podiatrist. Recommended daily use of moisturizing products until healed.</td>
</tr>
<tr>
<td>Koilonychia (spoon nails)</td>
<td>Hereditary, occupational causes or perhaps an iron deficiency.</td>
<td>Nail plate shaped like a spoon and can be white or opaque in colour.</td>
<td>Gentle manicures are appropriate. Condition may correct itself when underlying condition is treated.</td>
</tr>
<tr>
<td>Name</td>
<td>Cause</td>
<td>Appearance</td>
<td>Action/Treatment</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Leuconychia</td>
<td>Caused by injury or trauma to the nail plate.</td>
<td>Small, white spots on the nails.</td>
<td>Avoid aggressively pushing back on the eponychium. This can occur during treatment or when the client is treating their own nails at home.</td>
</tr>
<tr>
<td>Onychatrophia</td>
<td>Injury of the matrix or systemic disease.</td>
<td>Wasting away of the nail which loses its shine, shrinks and falls off.</td>
<td>Gentle manicure is appropriate without harsh products. If due to systemic disease if may grow back once cured.</td>
</tr>
<tr>
<td>Onychauxis (on-i-kik-sis)</td>
<td>Internal imbalance, local infection, injury or trauma.</td>
<td>Over-growth of the nail. Keratin production increases as nail attempts to protect itself.</td>
<td>Thinning with a file during pedicure is recommended.</td>
</tr>
<tr>
<td>Onychocryptosis (on-i-koh-krip-toh-sis) in-grown toenails</td>
<td>Ill fitting footwear or defect from birth. Incorrect cutting and filing techniques used.</td>
<td>Ingrown toenails. Toe nails growing into the lateral folds causing inflammation and pain.</td>
<td>Use correct cutting and filing techniques. Never cut the skin or remove the nail from the skin. Client should consult a podiatrist if this condition is severe.</td>
</tr>
<tr>
<td>Onycholysis</td>
<td>External trauma, aggressive filing techniques (mechanical force), nail enhancement being too long or disease such as hypothyroidism. Onycholysis is, by itself, harmless. However a secondary infection can occur as it creates a subungual space that gathers dirt and is a warm, moist environment for bacteria to grow in.</td>
<td>Separation of the nail plate from the nail bed. A white, uneven free edge continuing down the nail plate.</td>
<td>If possible, cut the nail short to expose the nail bed to air and allow normal growth to resume. Suggest client does not wear their nails too long. Avoid over zealous filing practices. Advice client to see a medical practitioner as the conditions worsens with age.</td>
</tr>
<tr>
<td>Onychorrhexis</td>
<td>Mechanical force or over use of chemicals or solvents.</td>
<td>Dry, split, brittle nails characterized by splitting of the free edge down to the lunula.</td>
<td>Nail treatments to restore the nails' natural pH balance may help. Avoid overfilling and overexposure to chemicals. Suggest client massage matrix area to stimulate growth. All services can be performed if the split does not go beyond the free edge.</td>
</tr>
<tr>
<td>Name</td>
<td>Cause</td>
<td>Appearance</td>
<td>Action/Treatment</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Onychophagy</td>
<td>Nervous habit where client bites nails and sometimes surrounding skin.</td>
<td>Free edge is bitten away and skin can be thickened, inflamed and infected.</td>
<td>Client needs to stop biting nails. Regular manicures or nail enhancements can be performed if no infection is present.</td>
</tr>
<tr>
<td>Pterygium</td>
<td>Usually caused by injury, overexposure to chemicals including formaldehyde and monomers. Can also be hereditary, severe trauma, lichen planus or blood circulation disorders.</td>
<td>Abnormal adherence of the skin to the nail plate. Inverse - seen underneath the free edge of the nail plate. Attached skin is stretch and dragged along during growth. Dorsal - forms on top of the nail plate.</td>
<td>Regular manicures to gently condition excess cuticle growth and daily use of recommended products. Inverse - can be safely enhanced if care is taken. Do not cut or file the area. Dorsal - do not enhance this nail.</td>
</tr>
<tr>
<td>Splinter hemorrhage</td>
<td>Injury</td>
<td>Nail with tiny spots of blood seen through the nail plate running lengthways.</td>
<td>Gentle manicure or pedicure. If a client consistently presents with this condition or if they have a number of splinter hemorrhages you should refer them to a medical practitioner.</td>
</tr>
</tbody>
</table>

The following diagrams illustrate some of the nail disorders.

![Image 17 Nail Disorders](image_url)
Learning activity B2.6

Alfonso has deep heel fissures on both his feet. One of the fissures is infected and painful. Alfonso’s wife recommended that he have a complete pedicure service at your salon to help improve the condition of his feet. How would you respond to Alfonso's request? Make notes about what you might say in the space below.

[Spaces for notes]

Lucy has just returned from a weekend of bush walking and is looking forward to a pampering pedicure. Where her boot rubbed on the back of her right heel she has a large blister. It is completely covered by a Band Aid. After completing your client analysis you discover that Lucy is a diabetic. How would you proceed with the consultation? Explain.

[Spaces for notes]

Joy is an 66 year old with a bunion on her left foot but otherwise her feet are healthy. Would you recommend a pedicure treatment for her? Explain how this service might/ might not be of benefit to her.

[Spaces for notes]

Check with your trainer or supervisor that the response you have provided is accurate. Arrange to role play these situations with fellow students. Be sure to show tact and discretion towards the client when explaining the situation to each client.

Step3: Contra-indications to treatments

The appearance of the nail plate is dependent on the individual's general health because the fingernail originates in the epidermal layer of the skin that in turn is affected by the functioning of body systems. Weak and frail nails may indicate a poor nutritional status, or may be a by-product of a medication or medical treatments. Nails are prone to injury, disease and disorder through the constant use and wear on the hands and feet.

It is necessary to identify any diseases or damage to a client's nails before beginning with a nail service. The client needs to be informed about the appropriate actions to be taken which may include seeking treatment from a doctor or podiatrist. Any diagnosis must be left to a medical specialist; however basic knowledge allows the nail technician to clearly explain to a client that a service cannot be performed until the problem has been resolved.

Medical Terminology Throughout your career in the Beauty Industry you will come across the names of medical conditions. It is helpful if you know how to decode some of these words and
will help when you refer clients to a medical professional. Words naming medical conditions often have Greek and Latin ancestry. The words are made up of a root word, a suffix and a sometimes a prefix. The following is an example:

Onychophagy or nail biting:

<table>
<thead>
<tr>
<th>prefix</th>
<th>Root word &amp; combining form</th>
<th>suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>Onych o Meaning 'nails'</td>
<td>phagy Meaning 'to eat'</td>
</tr>
</tbody>
</table>

Another example is Paronychia or inflammation around the nail fold:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Root word &amp; combining form</th>
<th>suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Par</td>
<td>onych</td>
<td>ia</td>
</tr>
<tr>
<td>Meaning 'beside'</td>
<td>Meaning'nails'</td>
<td>Makes the word a noun</td>
</tr>
</tbody>
</table>

Here are some common terms you will encounter. For more information you can refer to *Medical Terminology: A Handbook for the Skin Care Specialist* by Pamela Hill. Refer to Suggested Resources at the end.

**Prefixes:**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contra</td>
<td>Opposite</td>
<td>Contraindicate</td>
</tr>
<tr>
<td>Dys</td>
<td>Bad or difficult</td>
<td>Dystrophy</td>
</tr>
<tr>
<td>Epi</td>
<td>Upon</td>
<td>Epidermis</td>
</tr>
<tr>
<td>Exo, ecto</td>
<td>External</td>
<td>Exocrine</td>
</tr>
<tr>
<td>Hyper</td>
<td>More</td>
<td>Hyperactivity</td>
</tr>
<tr>
<td>Hypo</td>
<td>Less</td>
<td>Hyposensitive</td>
</tr>
<tr>
<td>Inter</td>
<td>Between</td>
<td>Interstitial</td>
</tr>
<tr>
<td>Intra, intro</td>
<td>Within</td>
<td>Intravenous</td>
</tr>
<tr>
<td>Para</td>
<td>Beside or associated with</td>
<td>Paronychia</td>
</tr>
<tr>
<td>Peri</td>
<td>Around or nearby</td>
<td>Pericardium</td>
</tr>
<tr>
<td>Post</td>
<td>After or behind</td>
<td>Postmortem</td>
</tr>
</tbody>
</table>

**Root Words**

<table>
<thead>
<tr>
<th>Root Word</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthr</td>
<td>Joint</td>
<td>Arthritis</td>
</tr>
<tr>
<td>Call</td>
<td>Hardened skin</td>
<td>callus</td>
</tr>
<tr>
<td>Cyst</td>
<td>Bladder or cyst</td>
<td>Cystitis</td>
</tr>
<tr>
<td>Cut</td>
<td>Skin (from Latin)</td>
<td>cuticle</td>
</tr>
</tbody>
</table>
Prefix | meaning | example
--- | --- | ---
Derm | Skin (from Greek) | Dermis
Foil | Bag | follicle
Kerat | Horny tissue | Keratin
Medi | Middle | medial
My, myo and myos | Muscle | Myotherpay
Neur | Nerve | Neurology
Pan | All | Pandemic
Path | Disease | Pathology
Ped | Foot | Pedicure
Pil | Hair | Pilosebaceous
Pod | Foot | Podiatrist
Prur | To itch | Pruritis
Trophi | Development | Dystrophy
Xer | Dry | Xeroderma

Suffixes:

Suffix | Meaning | Example
--- | --- | ---
Emia | Condition affecting the blood | Anemia
lasis | Diseased condition | Psoriasis
Ics, tics | The study of | Genetics
Itis | Inflammation of | Bronchitis
Lysis | Dissolution by | Onycholysis
Logy | The study of | Psychology
O lentorulent | Full of | Purulent
Pathy | Disease | Pathology

Contraindications (Theory & Practical)

Following is a list of contra-indications for nail services. These are symptoms or conditions that mean nail treatments or hand or foot services cannot proceed. This means that you must not work on a client who has any of these disorders and should recommend that the client seek medical attention.
Contra-indicated conditions for all nail services:

<table>
<thead>
<tr>
<th>Name</th>
<th>Description/Cause</th>
<th>Action/Treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paronychia Bacterial infection of tissue</td>
<td>Inflammation of the nail fold: red, swollen and tenderness in the eponychium and side walls occur. Thrives in a warm, moist environment.</td>
<td>Advise client to see a medical practitioner. Nail services-should never proceed where paronychia is present.</td>
</tr>
<tr>
<td>around the nail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic Paronychia</td>
<td>Yeast infection (Candida) of the soft tissues around the nail. Occupational disease.</td>
<td>Advise client to see a medical practitioner. Do not treat until the condition is cleared.</td>
</tr>
<tr>
<td>Scabies</td>
<td>Scabies is an itchy skin condition caused by a tiny, burrowing mite The presence of the mite leads to intense itching in the area of its burrows. You will see thin irregular burrow tracks under the skin made up of tiny blisters. Extremely contagious and will be spread easily by contact with linen, towels etc. Seen rarely, but you must not treat this client at all. They need to immediately see a medical professional.</td>
<td></td>
</tr>
<tr>
<td>Tinea pedis (ringworm of the foot) Athletes foot</td>
<td>Client should keep feet dry between washes. Alternate the wearing of shoes from day to day and wear absorbent socks. Advise client to see a medical practitioner or pharmacists. Do not treat until the condition has cleared.</td>
<td></td>
</tr>
<tr>
<td>Tinea Unguim or ringworm of the nails.</td>
<td>A fungal infection. If the ringworm has infected the hands symptoms that need to be recognized are red lesions occurring in patches or rings over hand and arms.</td>
<td>Advise client to see a medical practitioner and do not treat until the condition is cleared.</td>
</tr>
<tr>
<td>Verruca vulgaris (Common wart) If found on the feet they are called Plantar warts.</td>
<td>A viral infection of the Human Papilloma Virus. Appears as a rough surface, protruding slightly from the skin and surrounded by a horny collar. Multiple plantar warts can have tiny black dots that are small clotted blood vessels. Plantar warts may be painful.</td>
<td>Advise client to see a podiatrist. Do not treat until the condition has cleared.</td>
</tr>
</tbody>
</table>
In addition to specified skin conditions of the hands and feet and nail disorders there are some more general conditions that are contra-indications to nail treatments. These include:

- bruising or swelling of the wrist, ankle, finger or toe joints
- cuts, abrasions and lesions on hands and feet
- recent fractures, sprains or surgery on hands and feet
- areas exhibiting loss of tactile sensation through injury or disease, especially diabetes and vascular disease
- high blood pressure and heart conditions
- blood clotting or blood thinning issues
- allergic reactions

Learning activity B3.1 Crossword: Nail anatomy and skin conditions

CLUES

Across

3. Inflamed skin condition, not contagious etc (6)

Down

1. Located directly under free edge (11) (6)
6. A patch of dark skin often appearing during pregnancy (8)

9. Another name for the nail's half-moon (6)

10. This is where the nail is made (6)

11. A smooth, white patch on the skin (8)

2. Another name for common warts (7,8)

4. A protein that makes up the nail (7)

5. A non-contagious skin condition (9)

7. Another name for liver spots' (8)

8. Another name for dry skin (7)

Your Checklist:

To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.

**TASK:**

<table>
<thead>
<tr>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
</table>

I can name and locate all the structural features of the nail

I can name and recognize all the common, non-contagious disorders of the hands and feet

I can name and recognize all the contraindications to nail, hand and foot services

I know the conditions of the hands and feet that are precautions and I know what services I am able to do to improve them
Section : C
Skin Health and care (Theory & Practical)

Step 1 : Minimize damage to skin and nails when doing a nail service

Nail services delivered with poor techniques and/or unsuitable products or implements have the potential to harm clients’ nails and the surrounding skin. As a nail technician you need to be well trained in the safe practice of nail services and aware of the ways to minimize the potential damage.

Skin and nail damage caused by misuse of chemicals and files

Many people believe that nails need a rest from nail enhancement products and be exposed to air. In fact, it is the underlying matrix or nail bed that requires an oxygen supply and affects growth. Because nails are made from keratin and are dead cells, they do not benefit from air (oxygen).

Your role as a professional in the industry is to protect the client's nail plate. You should not thin the top layers of the nail plate or damage it with chemicals and filing. Roughening up the nail plate can strip away too much of the natural nail plate and the heat generated by filing makes the nail bed sore and tender. Filing too hard, for too long and using electric file bits that create too much heat will cause damage to the nail beds. Excessive amounts of nail primer on thin nail plates can make them sensitive as the primer can seep through the nail bed and cause damage below in the matrix. More information on potential damage when using acrylics, gels and electric files can be found in the learner guides that deal with those services.

The water content in nails is very important in contributing to the strength and flexibility of the nail plate and its overall health and condition. Any substance that removes the water will alter these characteristics. Polish removers and other product removers will dry the nail plate temporarily because water is moving into the nail bed constantly from the matrix below. People who often have their hands in drying solvents will experience dry nails, a decrease in strength and flexibility and perhaps peeling and splitting of the nails. Conversely clients who have their hands in water often will find that the nail plate becomes soft and the skin becomes dry and chapped. They should wear gloves when working in water and regularly apply hand cream.

Many of the products used in nail enhancement procedures can cause skin problems such as dermatitis and allergies and you must become competent at carefully following manufacturer's instructions. Skin contact in both client and operator must be avoided to prevent blistering, rashes, itching and skin irritations. Allergies and reactions can be immediate but sometimes the allergy will build up over time. Therefore it is important that you minimize the contact of...
some products with the skin every time you use them. When conducting nail enhancement services, the following precautions should be taken:

- leave a small margin around the nail plate edge
- keep products on the nail plate, never on the skin
- always stroke away from the cuticle
- always follow the manufacturer’s recommendations
- never use liquid without powder
- never use nail enhancement products for other purposes

**Skin and nail damage through infection**

Many clients ask whether certain products cause fungus and infections. Infection can occur because fungi or bacteria develop in the trapped pockets of air and moisture under a nail enhancement. Sometimes infection can develop under the natural nail after an extended period of neglect of the nail under an old nail enhancement. With proper care and maintenance, the potential for fungal infection can be minimized. Specifically the nail technician must make sure that the natural nail is dry when the artificial enhancement is applied and that there is no pocket of air between the natural nail and the artificial nail. The client must make sure they properly maintain the artificial nails according to the instructions given by the nail technician.

All forms of fungal infection should be referred to a doctor because they will spread if left untreated. Fungi, which grow in an environment of warmth, moisture and in darkness, can first be observed as a change in nail colour. Nail enhancement products themselves don’t create fungus but they may help to set up an environment for them to grow. A nail technician must warn clients about this potential danger and advise them on aftercare requirements. With natural nails, fungi more commonly infect toenails than fingernails; less than 10 per cent of nail infections involve fingernails.

The discolouration of the nail plate caused by water mould is a direct result of wearing nail enhancements. It appears green in mild cases but can be black in severe cases. When water becomes trapped between the natural nail and the enhancement, mould can grow. This happens when:

- air bubbles are trapped in the glue and retain moisture
- there is a buildup of water lost naturally by the nail which is trapped under the nail enhancement when the product is not sufficiently porous. Most products used today are porous and allow the natural evaporation of water from the nail to continue through the nail enhancement.
- the nail enhancement lifts, allowing moisture to enter between the natural nail and the enhancement
● a nail surface cleaner and temporary dehydrator are not used
● mould spores have been spread from another client through unsafe work practices.

Where fungus or water mould is evident, a nail technician should remove the client's nail enhancements and leave them off for a few weeks. A product that stops further growth should be applied. The nail technician should wear disposable gloves and throw away contaminated files and buffers to prevent cross infection.

Sometimes bacteria are spread in foot spa machines. Possible contamination of bacteria can occur if machines are not sanitized because the bacteria can build up in the whirlpool mechanism. The bacteria can spread to the feet into areas such as under the nail, between the toes and on the skin of the feet and legs. If the bacterium produces a cellulitis (a spreading infection), then it can cause severe damage and become serious very quickly.

**Learning activity C1.2**

While having a standard manicure, Ruth asks you about getting gel nail enhancements. Ruth's nails are short and rather brittle as a result of working for years as a hairdresser and regularly having her hands in water and in contact with chemicals. She wants to know what the risks are for the health of her nails and skin if she has a gel nail enhancement. Make notes about the points you would make in answering Ruth's question.

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

Refer to the *Suggested answers* section at the end.

**Step 2: Effects of nail product ingredients**

The main ingredients in nail products and their likely effects:

**Nail Polish Remover**

This product is designed to dissolve nail polish from the surface of the nail plate. It is usually a mixture of varying solvents and is predominantly acetone based. Acetone has a very low pH and will dry the nail and surrounding skin very quickly. It is recommended that nail polish remover is used no more than once a week. To counter drying effects acetone may be diluted by adding 10% of water and a couple of drops of non-mineral based cuticle oil.

**Cuticle Remover**

Cuticle removers are used to eliminate stubborn cuticle from the nail plate. The moisturizing ingredients prevent over drying of the skin and nails. These products are of an alkaline base.
with some containing low levels of alpha hydroxy acids (AHA’s) to mildly exfoliate. Always follow manufacturers' instructions on the use of these products. Be careful when using cuticle removers as the cuticle is an important seal between the environment and the matrix.

Paraffin

Paraffin is a petroleum by-product that is used in paraffin treatments. It requires a high temperature to heat but is highly flammable. It should never be heated over a naked flame. Special thermostat units should be used to make sure the wax is maintained at its optimum temperature of 49°C. Paraffin serves a dual purpose of exfoliation and moisturizing.

Cuticle Oil or Balm

Cuticle oil can be used prior to a treatment or after a treatment and over wet polish. The natural oils penetrate both the natural nail and enhancements. With daily use it provides protection, nourishment and conditions the nail and surrounding tissue.

A.H.A. Cuticle Products

Alpha hydroxy acid is a chemical that increases cell division (mitosis). AHA products exfoliate the skin and by encouraging new cell growth, can make the skin surface feel soft and smooth.

Exfoliating creams / scrubs

These creams have an abrasive substance such as oatmeal, nut kernels, quartz and mineral salts added to them. The creams remove dead skin cells from the surface of the skin. This is called exfoliation. When the cells are removed the skin feels soft and smooth. The type of abrasive substance used in pedicure products is coarser to those used in manicures and facials.

Moisturizers

Hand and foot lotions and creams can act as barriers on the skin's surface. Once the skin has been exfoliated, the skin is more receptive to moisture. Moisturizer’s provide more benefit at this stage acting as a barrier - creams don’t moisturize by themselves; only water can moisturize. The oils sit on the top of the skin and nail plate and prevent water evaporation from the surface. In this way the water will have a chance to build up inside the nail plate and prevent dryness.

Moisturizer’s vary a great deal in their quality and have varying ingredients, such as, glycerine, gum tragacanth, jojoba oil, aloe vera, collagen, beeswax, lanolin or lecithin, ceramides, vitamin E, phospholipids - the list is endless. Moisturizing creams can contain perfumes, preservatives and colours. The difference between creams and lotions is the amount of water they contain.
Buffing Cream
This paste or cream contains a mildly abrasive substance such as tin oxide and is used with a chamois type cloth or electric file to give gloss to either the natural nail or the acrylic nail. This process is either done after a treatment to smooth ridges or before a treatment to encourage circulation to the area and provide a high shine. The buffing process brings blood to the area and may stimulate the health of the nail cells.

Base Coat
Base coat is always recommended before polishing to prevent the pigment in nail polish from staining the nail plate. Base coat usually dries sticky to allow the polish to adhere more readily to the surface of the nail. Base coats, such as ridge filler, can fill in flaws or ridges on the natural nail or even scratches on the acrylic and make the coloured polish smoother and glossier.

Nail Strengthened/ Hardeners
These products are applied to the nail plate and can be used as a base coat to add strength and prevent the nail from becoming brittle or fragile. There are several types available, mostly containing large amounts of formaldehyde. As we have already learnt amino acid monomers form keratin polymer chains, which make up the nail cell. These chains link together forming cystine cross-links. Some nail strengtheners work on this basis and one is formaldehyde – however over time, formaldehyde causes excessive cross-links creating brittleness and cracking of the nail plate.

Some nail strengtheners also advertise that they are not to be used if acrylic has been applied to or is going to be applied to the nail. This is due to their chemical content, which remains in the nail plate and causes an adverse chemical reaction to the acrylic products. Look for nail strengtheners that contain beneficial ingredients to the nail and always look for limited or restricted amounts of formaldehyde.

Nail Polishes
Nail polishes are used to add protection, colour and gloss to the nail plate. Some ingredients are: toluene, butyl acetate, ethyl acetate, isopropyl alcohol, nitrocellulose and TSF resin. They contain a pigment for colour and plasticizers that prevent drying too quickly.

Nitrocellulose and TSF resin
TSF (toluene sulfonamide formaldehyde resin) is a polymer and is used for strength and durability. TSF resin sticks strongly to the nail plate but however lacks gloss and is soft. On the
other hand nitrocellulose produces very hard shiny surfaces, but does not stick to the nail plate and becomes very brittle. When to two are combined they produce a product that is shiny, tough, long lasting and adheres well to the nail plate. Other products are added to make the product easier to use, give greater flexibility and colour pigments for lasting stability of colour.

**Thinners**

If the solvent evaporates in the polish, a thinner can be used to reverse the thickening of the product. Only a pure solvent can be used to thin because other products such as acetone from varnish removers will stop the varnish from drying.

**Top Coat**

This product makes polish more resistant to chipping. It adds strength and gloss to the nail plate. Topcoats are usually clear sealers. They tend to be fast drying and tough when dry. Some topcoats are used in conjunction with U.V. light.

**Nail Polish Dryers**

These products speed the time that polish takes to dry. They are available in three forms:

- Sprays in aerosol or pump form, which is sprayed on the final coat. They can leave an oily film. However, remember you should be trying to reduce the use of aerosols in the salon.
- Oils, which are brushed over the varnish and the cuticle to condition the nail area. They need to be massaged into the area.
- Quick dry which is applied as a final coat with a brush.

**Acrylic Products Primers**

These are products that prepare the surface of the nail for the acrylic material that will be attached. They remove bacteria and grease from the nail and attach to the surface. They also join to the acrylic in the nail product so that it will stick. So the job of the primer is to join two surfaces together that wouldn't normally join. They are highly toxic and should be used carefully. Any contact with the surrounding skin will cause damage because the chemical is an acid, usually methacrylic acid, in varying degrees of concentration. Not all products require the use of primers.

**Polymers and monomers**

These are the two types of chemicals that make up acrylic products. A monomer is a single unit and a polymer is a longer molecule. When they mix they cross-link to make a very durable,
hard product, which is a result of this polymerization. The time for polymerization to occur will vary from minutes to hours to totally cure.

The monomer is usually a liquid and the polymer is a powder. The acrylic powder and liquid have a pH range of around 11, which is highly acidic. The natural nail plate has a pH of approximately 5, so following the manufacturer’s instructions is vital in order to allow these products to cure. Acrylic products produce a varying range of finish and technicians usually have a preference for one type. Crystallization can occur in nail enhancement products when the temperature is cold and polymerization is slowed. Crystallized acrylic is weaker than properly polymerized acrylic.

**Adhesive Resin**

This is a bonding agent used to secure fabric to natural nails. It is usually available in different viscosities and is a type of glue.

**Adhesive Activator**

Adhesive setting sprays are catalysts, which mean they bring about a reaction but don't change themselves. They are used to dry gel nails/adhesive nails quickly.

**Gel Products**

These products are made from different ingredients to acrylic products. They work on the same principle where a monomer and an oligomer resin are combined under the influence of Ultra Violet light. The effect of the light is to cure or harden the product. They also contain cellulose, which can turn yellow. There are different types of gel systems and the technician needs to fully understand the manufacturer’s requirements for safety of the client and the service provider.

**Precautions**

**Mixing and applying nail products safely**

Common reasons for product sensitivity in clients can be traced to inappropriate mixing of products. In nail enhancement products the monomer and polymer chemicals are designed to go together. The balance is finely calculated and can be upset easily if not used according to the manufacturers’ instructions.

When the catalyst in the nail adhesive activator is too strong for the polymer powder, it can result in chemicals seeping into the nail bed and causing damage or a sensitive reaction.

Making the mixture too wet a consistency by not following instructions carefully can mean that the client’s skin comes in contact with the products because the mixture runs onto the skin.
Using an inappropriate brush size can also lead to spilling of mixture onto skin. The same problems can occur with gel products with skin sensitivity upset by uncured products. Gels are the products most likely to establish an allergic reaction. They should never touch the client's skin.

**Using an ultra violet light**

Ultra-violet light used to cure nail enhancements should be positioned so the nail technician and client cannot see into the lit chamber. Over exposure to UV light over time may be detrimental to the eyes. The globes in the UV light machines should be cleaned and replaced according to manufacturer's recommendations.

**Shelf life, storage and disposal**

The average shelf life of products will vary according to the manufacturers' instructions and for individual products. Some products may have been on manufacturers' and distributors' shelves for some time before use. Keeping a stock record can be useful to ensure products are used by the use by date and wastage is avoided. Chemicals may be unsafe to use or ineffective if they are past their use by date. The manufacturers' instructions usually also outline the temperature and conditions for ideal storage.

Occupational health guidelines outline the correct disposal techniques for dangerous chemicals. Setting up procedures for safe disposal of bottles of varnishes and acrylics means that the workers and the environment are kept safe. Always make sure that products are not poured down the sink and the lids are tightly secured to prevent chemicals combining when they are not designed to mix. See Section A Step 1 for more information about safe handling of chemicals.

**Learning Activity C2.1**

Find the MSDs (Material Safety Data sheets) for a primer, acetone and nail dehydrater used in your training or work place and identify the storage, disposal and use by information.

<table>
<thead>
<tr>
<th>Product</th>
<th>Storage, disposal and use by information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primer</td>
<td></td>
</tr>
<tr>
<td>Acetone</td>
<td></td>
</tr>
<tr>
<td>Nail dehydrator</td>
<td></td>
</tr>
</tbody>
</table>

Check the accuracy of your findings with your trainer or supervisor.
Finding information about nail products

From time to time, technicians may need to contact suppliers to obtain detailed background information on products and their use. Occasionally imported products do not come with MSDs (Material Safety Data sheets) or nail technicians may want to find out about a particular characteristic of a product or inquire about use. An effective way to obtain information about nail products and their suppliers is to search the Internet and send e-mails. Using a search engine on the Internet takes some time and skill. For quick access in the future, save website addresses as 'bookmarks' or 'favorites'. Most distributors will have e-mail addresses but if an exact address or name of a manufacturer is not known, search words such as 'nail parts' / nail supplies'/nail products 'and' nail enhancements' may be used. Most websites also provide an e-mail address so that you can contact the company directly with any specific inquiry. Nail product suppliers and wholesalers are listed under 'Beauty' or 'Artificial nails' in the yellow pages. Many suppliers will offer to send a representative to visit a salon. Initial contact with a company can provide answers to the following questions:

● Do they sell to the public or professional salons only?
● Will they supply products if you are still training?
● Can they provide a product range list, price lists or discounts?
● Do they sell only in bulk/ large amounts?
● What are the terms of payment?

Another good means of finding information on nail products and their suppliers is to speak with other professionals in the industry. Setting up a network, visiting trade shows or joining an organization can offer many benefits including hearing about new technologies and products soon after their release.

Learning activity C2.2

Search the Internet for nail industry suppliers. Choose one website which you think has well-presented and organized information and offers a wide variety of relevant supplies. If you have regular access to the computer, store the web address as a bookmark or favourite so that you can visit it again. In the space below write the web address and why you think it is a useful website.

............................................................................................................................................................................................
..................................................................................................................................................................................................................

Find the names of industry magazine and one based in your State or Territory. Comment about how useful they would be to you as a nail technician. What type of information do they
contain?

Find out what professional organizations/associations for nail technicians exist in your State or Territory and list two below.

Discuss your findings with your trainer or supervisor and share them with other learners.

**Step 3 : Provide aftercare advice (Theory & Practical)**

Providing appropriate aftercare service and advice to clients who have received a nail service is part of a nail technician's role and help build up your reputation in the industry. Usually the procedures involved in aftercare should be outlined to the client before the service is undertaken to ensure that the client understands what is involved and agrees to the treatment being conducted and undertakes to implement the aftercare. It is wise to repeat this information while the procedure is being conducted and reinforce it with a written version of aftercare requirements at the conclusion of the treatment. The type of aftercare nail service and advice you provide may include:

- how to clean nails and nail enhancements effectively and avoid infection
- proper methods of cutting and filing fingernails and toenails
- proper methods of applying and removing nail varnish
- sun protection measures eg using sunscreens, staying in the shade, wearing protective clothing
- hand or foot protection measures eg wearing protective gloves while doing tasks, wearing correctly fitted footwear
- lifestyle changes to improve skin and nail health eg eating a balanced diet, drinking water, resting and reducing stress
- what skin care products to select and the method and sequence of application suitable for their needs
- Recommendations for further nail services.

Obviously the aftercare service and advice you provide will vary with individual needs. You need to know where to find reliable information about aftercare services and interpret it to suit the clients' needs. Possible sources of information include:
● your training materials as well as ongoing training sessions
● brochures which accompany products and equipment
● suppliers of nail products
● websites about nail products and service and nail and skin diseases and disorders.
● Associations relating to the industry: membership often includes newsletters which provide valuable information

Learning activity C3.1
Design a brief written handout suitable for distributing to clients who have had a standard manicure. It should outline the aftercare requirements for maintaining the attractive and healthy appearance of the nails and skin on well-manicured hands. This will be an ongoing exercise throughout your learning, as you learn more services you can update your handout - at the end of your training you will have a complete brochure ready to offer your new clients.

Check with your coach or trainer that you have identified all appropriate aftercare requirements including products.

Learning Activity C3.2
What general homecare advice would you give to a client to improve the condition of the skin on her hands? She has mild xerosis. (Use any suitable reference material to make a list of things to do and things to avoid.)

Refer to the Suggested answers section at the end.
Your Checklist:

To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.

<table>
<thead>
<tr>
<th>TASK</th>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what techniques I must use to minimize damage to nails and skin when I am doing manicure and pedicure services.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the main ingredients of common nail products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have located the MSDs for, the nail products I use.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the main points to make when providing aftercare advice to the client.</td>
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</tbody>
</table>

Suggested Answers

Learning activity A1.2

Cleaning: The removal of soiling and reduction of the number of micro-organisms from equipment surfaces by washing in detergent and warm water.

Disinfection: A process used to reduce the number of harmful micro-organisms but may not necessarily kill all of them.

Sterilization: A process used to kill all micro-organisms including spores.
Learning activity A2.1
1. Handle all soiled dressings and contaminated instruments carefully, wearing single-use gloves, apron, protective eye wear.
2. Dispose of contaminated single-use instruments into a sharps container, thoroughly rinse reusable instruments and then put them into a suitable container for cleaning and sterilization at a later stage.
3. Soak up blood using paper towels.
4. Wash affected areas with warm water and detergent.
5. Rinse and dry affected areas using paper towels.
6. Dispose of all used paper towels by placing them in the clinical and related waste bin.
7. After treating wounds, handling contaminated dressings or cleaning up blood, remove gloves and dispose of them in the clinical and related waste bin.
8. Wash hands and thoroughly pat them dry.

Learning activity A3.1

<table>
<thead>
<tr>
<th>Part of skin</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidermis</td>
<td>Outer layer of skin that is composed of layers of different cells. It provides a barrier against light, heat, water, bacteria and a range of chemicals.</td>
</tr>
<tr>
<td>Dermis</td>
<td>The layer that contains numerous hair follicles, nerves, glands and blood vessels carrying oxygen nutrients and hormones. It provides the supporting framework of the skin and is elastic and resilient.</td>
</tr>
<tr>
<td>Hypodermis or subcutaneous layer</td>
<td>A layer composed of fat known as adipose tissue that provides cushioning for the body as well as playing a role in hormone activity.</td>
</tr>
<tr>
<td>Sweat gland</td>
<td>Functions to lower the body's temperature and the excretion of other substances</td>
</tr>
<tr>
<td>Stratum corneum</td>
<td>Part of the epidermis and is a layer of flat dead cells that are continuously being shed and replaced.</td>
</tr>
<tr>
<td>Hair follicle</td>
<td>A tube-like opening in the epidermis where the hair shaft develops and into which the sebaceous glands</td>
</tr>
<tr>
<td>Sebaceous gland</td>
<td>Attached to the hair, they secrete oil which softens and lubricates the hair and skin.</td>
</tr>
</tbody>
</table>
Learning activity A3.1

Learning activity A4.1
Learning activity A5.1

Learning activity B1.3
Learning activity B2.4
A podiatrist is a health professional who deals with the prevention, diagnosis, treatment and rehabilitation of medical and surgical conditions of the feet and lower limbs. The conditions podiatrists treat include those resulting from bone and joint disorders such as arthritis and soft-tissue and muscular injuries as well as neurological and circulatory diseases. Podiatrists are also able to diagnose and treat any complications of the above which affect the lower limb, including skin and nail disorders, corns, calluses and ingrowing toenails. Foot injuries and infections gained through sport or other activities are also diagnosed and treated by podiatrists.

Learning activity B2.5
About 80% of individuals 65 years and older have a foot dysfunction that affects their mobility. These are due to general changes associated with ageing, degenerative disorders and overuse. Few adults remain at the same shoe size throughout maturity and alteration in the shape of the foot is another common occurrence in elderly clients. These changes are due to the stresses on feet through life, as well as improper height and widths of shoe wear which lead to deformities. Ageing skin undergoes a thinning of the epidermis and dryness results from decreased activity in the oil and sweat glands. Older skin repairs at a slower rate than in younger individuals that becomes an important factor in the skin break - bacterial invasion - infection cycle. With ageing, nails become brittle, making pedicure challenging and risky. Thickening of the nail is a normal manifestation of aging. Underlying diabetic or vascular disease resulting in neurologic impairment also causes problems for elderly people.

Learning activity B2.7 Crossword : Nail anatomy & skin conditions

```
H V
Y E C Z E M A
P R K
O R E
N P R
Y C H L O A S M A
C A O T
H V L R I
I X U E I N
U E L U N U L A
M A T R I X G T S
O A I I
S R G S
V I T I L I G O
S S S
```
Learning activity C1.2

- Sometimes the top layers of the nail plate may be thinned and damaged by chemicals and files during the application of gel nails and it may begin to affect the nail bed. Since Ruth's nails are not strong they may be very vulnerable to damage with this treatment.
- Infection can occur because of the fungus or bacteria that develops in the trapped pockets of air and moisture under the nail enhancement, even with careful attention to hygiene. As a hairdresser, Ruth may find she is more at risk from such infections and damage to her nails because of the nature of her work.
- Long gel enhancements may prove to be impractical for her work especially if she is unaccustomed to having long fingernails.
- Suggest that a course of regular manicures and the use of nail strengthening products a consistent homecare would be a better option. Perhaps when Ruth's nails have improved the gel nail enhancements may be an option.

Learning Activity C3.2

- Your hands need special products - rich creams are perfect. Apply at least once a day. Some people can apply each time after they wash their hands.
- Use a sunscreen. Your hands are very exposed to the sun just like your face.
- If the skin is very dry and flaky use a mild exfoliant to remove the dry skin and apply a rich hand cream after.
- Once a week apply a rich moisturizer, put on cotton gloves and leave on overnight.
- Do not cut cuticles, use a cuticle remover. Use special cuticle products to soothe and moisturize the cuticle.
- Each day when you take your bath or shower, try to use lukewarm water. Hot water dries out the skin. Try to limit your time to fifteen minutes in the bath or a few minutes in the shower.
- Bathing should be done no more than once a day. If you bathe too frequently you will remove the natural oils from the skin causing dryness.
- Avoid using harsh soaps that dry the skin. Try using non-allergenic liquid soap. Deodorant soaps are often very harsh and drying so avoid using them.
- Avoid vigorous use of a washcloth in cleansing. When toweling dry, do not rub the skin. Blot or pat dry so there is still some moisture left on the skin.
- Next apply a moisturizer to the skin. The best time to do this is immediately after a bath or shower so that the moisturizer holds in the moisture from the shower. If you have severely dry skin, apply oil to the still moist skin then apply a moisturizing cream. Apply the moisturizer again at bedtime.
Suggested resources (Common for Unit I, II & III)

The following references may provide you with additional information and ideas as you progress through the Nail Compendium.

Websites listed below accessed in Jun 2010.

Books


DVD/Videos

Magazines and Journals
Scratch Magazine Australia - www.scratchmagazine.com.au (Australia)
Scratch - www.scratchmagazine.co.uk
Nails - www.nailsmag.com NailPro - www.nailpro.com
Health and Beauty Salon - U.K.
http://www.reedbusiness.co.uk/rb2_products/rb2_products_healthbeauty_salon.htm
The International Beauty Business - The Nail File
http://www.beautyserve.com/Publications/NailFile/

Professional Beauty - published by the Intermedia Group in Australia for the professional Beauty industry. Four editions a year plus an Annual Trade Guide published around June.

Professional Associations

Useful Websites
The following websites were available at the time of printing this learner guide:
http://www.dermnet.com - information and coloured photos of skin and nail diseases and disorder.
http://www.dermnet.com/aaDermlecturesCom/noticesAndLegalDisclaimers.cfm contains video lectures on skin diseases and disorders

Health Department Websites
Go to these websites for health guidelines that relate to the Beauty Industry. You may need to scroll down the relevant pages and look for the information. The website addresses were correct at the time of printing.
Tas http://www.dhhs.tas.gov.au/about_the_department/publications and insert Ear and Body Piercing into search box. Note this document is currently under review.

On line forums
Unit - II

Manicure and Pedicure Services
# Unit - II: Manicure and Pedicure Services

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform a range of manicure and pedicure services.

The manicure or pedicure service is performed in response to client consultation and assessment, conducted and recorded on a treatment plan.

## Application of the Unit

This unit applies to services offered in nail salons and beauty salons in the beauty industry.

The manicure or pedicure service could be an individual treatment or form part of a series of manicure or pedicure treatments that have been designed to meet client requirements.

## Elements and Performance Criteria Pre-Content

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Prepare client for Manicure and Pedicure Service. | 1.1 Prepare service area, **client** and self for **manicure or pedicure service** according to **relevant legislation and codes** and **workplace policies and procedures**.  
1.2 Identify and evaluate client hand or foot characteristics and service requirements, provide advice and recommend a **treatment plan**.  
1.3 Identify existing nail or skin conditions on client's hands or feet and note areas requiring special treatment.  
1.4 Identify and explain **contraindications**, and refer client to an **appropriate professional** where required.  
1.5 Select hand and skin care products according to treatment plan and confirm with client. |
2. Perform a basic Manicure and Pedicure Service

2.1 Select *manicure and pedicure products* and *equipment* and apply sequentially according to relevant legislation, manufacturer instructions, client requirements and workplace policies and procedures.

2.2 Cleanse client's hands or feet and nails according to agreed treatment plan.

2.3 Shape and file nails according to client requirements and treatment plan.

2.4 Apply exfoliation treatments according to treatment plan and manufacturer instructions.

2.5 Apply *massage movements* to hand and lower arm, or food and leg, according to client requirements and treatment plan.

2.6 Apply polish or varnish according to manufacturer instructions and client requirements.

2.7 Use energy, water and other resources efficiently during treatment process to reduce negative environmental impact.

2.8 Safely dispose of *treatment waste* to minimise negative environmental impacts.

2.9 Clean and disinfect or dispose of equipment according to relevant legislation and workplace policies and procedure.

3. Review treatment and provide post-treatment advice

3.1 Seek client feedback and record relevant outcomes of treatment on treatment plan.

3.2 Provide *home-care advice* to maintain skin and nails according to client needs.

3.3 Suggest future treatment program and make *product recommendations* according to client requirements.

3.4 Revise and confirm future treatment plan as required with the client.

3.5 Rebook client according to agreed treatment plan.
**Required Skills and Knowledge**

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

**Required skills**

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

- technical skills to:
  - analyse client's nails and skin and design a treatment plan
  - respond to contraindications and adverse effects
  - apply a range of manicure and pedicure products
  - apply massage movements, including effleurage, petrissage and tapotement
  - apply infection control procedures
  - communication skills to discuss nail and skin analysis and the desired service outcome with the client

**Required knowledge**

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

- infection control procedures and universal precautions
- workplace policies and procedures in regard to manicure and pedicure services
- appearance of contraindications and adverse effects
  - effects of changes created by complementary nail shapes and colour polish or varnish application
- workplace product range
  - effects and benefits of a defined range of workplace manicure and pedicure products
- care and cleaning requirements for manicure and pedicure implements
  - correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances.

**Range Statement**

*Client* may include:

- new or regular clients with routine or special needs
- male or female clients
- people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Manicure or pedicure services must include:
- shaping
- cuticle care
- nail varnish/polish (single or multi-layer) application of varying colours
- French manicure
- buffing
- callous rasping
- exfoliation.

Manicure or pedicure services may include:
- paraffin wax treatments
- hot oil treatments

Treatment plan may include:
- dated record of client's current skin and nail analysis
- required services
- areas requiring special treatment
- products used
- varnish colour.

Contraindications may include:
- bacterial, viral or fungal infections
- warts
- inflamed skin
- visible non-normal nails
- rashes
- blisters, corns and calluses
- heel fissures
- bunions
- hammer toes
- circulatory problems.

Appropriate professional may include:
- medical practitioner
- complementary therapist
- podiatrist.

Manicure or pedicure products may include:
- sanitisers
- skin and cuticle massage and treatment creams
- paraffin wax treatment
- exfoliants
- remedial products
- cuticle remover or softener
- nail hardener
● nail soaking solution
● base coat
● varnish
● top coat
● drier
● thinner.

**Equipment** must include:
● sanitising tray or unit for implements, with appropriate strength solution.

**Equipment** may include:
● nail clippers or scissors
● emery board, rasp, and file
● orange stick or cuticle pusher
● exfoliation cream
● paraffin wax bath
● buffer
● foot spa
● vibrating and whirlpool electric spa machine
● towels
● water bowls
● cleaning pod.

**Massage movements** must include:
● effleurage
● petrissage
● tapotement.

**Treatment waste** may include:
● nail clippings
● filing dust
● cleansing pads.

**Home-care advice** may include:
● maintenance requirements
● protective advice.

**Product recommendations** may include:
● buffers and files
● cuticle oil or cream
● polish
● pilish remover
● moisturiser
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<td>Step 7: Perform a French Manicure</td>
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<td>Step 2: Provide After Care Advice to Clients</td>
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</table>
What is a Manicure and Pedicure?

Rescue Manicure

Our sea salt and peppermint scrub gently exfoliates dry skin, lemon and lime essential oils nourish cuticles, whilst specially formulated moisturizers are applied to hydrate and restore that natural glow to your hands and forearms.

Deluxe Raw Earth Pedicure

A collection of Earth derived products rich in vitamins, minerals, and essential oils to smooth, polish and moisturize your tired feet. Includes the mud foot mask followed by a full foot and lower leg massage to complete the pampering."


Manicure and Pedicure is a standard service in the Beauty industry and can consist of softening and conditioning of the skin, cuticle conditioning, nail shaping, massage, buffing or polish application. Services can be 'express' which are often limited to a nail shape, some cuticle work and a polish through to deluxe which can include reflexology, exfoliation of the skin, cuticle work, hydrating masks and massage and polish application.
Section A: Prepare client

Imagine you are going to a salon for a nail service.
What would make you comfortable with the professionalism of the operator?
How would you like to be greeted?

Note your points and compare them with the following information

Step 1: Prepare the service area (Theory)

As with all beauty services, it is important that the area for service is well prepared and organized before the client arrives and the service begins. Nail services may be performed in a variety of places. They are often provided as an additional service in hair and beauty salons or can be a business that is dedicated solely to nail services.

You may work in a salon where you simply need to ensure all the equipment and materials are available and the service area is clean. Alternatively, you may be expected to set up a service area in a new salon. The following is a list of what you would need to take into account if you were setting up a new salon service area.

Furniture and fittings

Generally, furniture, fittings, floors and wall should be purpose built or purchased specifically for the task being performed. They should be durable, safe and suitable for cleaning and maintenance and constructed of sealed, non-porous materials. It is important that you refer to your State or Territory Health and Safety regulations for advice on the type of surface that is suitable for nail services.

All floors, ceilings, shelves, fittings and other furniture must be constructed of materials that are rigid, smooth and impervious. Construction must be free from open joints, gaps, cracks, and crevices, which can attract vermin or collect dust and waste, and should be kept in good repair.

As an operator you can be sitting for the longest part of the day so it is essential that you are seated on a comfortable chair that has adjustable back support, provides correct posture and has adjustable height. It is also necessary to have wheels on the chair so that you can move freely around the table, without having to stretch or strain your back. The client’s chair should also be adjustable and provide good back support.
The nail table should have drawers so that materials and supplies that do not need disinfecting can be stored in a clean and easily accessible area. The surface of the nail table must be suited to being treated with disinfectant.

The area must be well-ventilated to minimize the inhalation of chemical vapors and nail dust. Inhalating chemical fumes over a period of time may prove to be harmful, and adequate ventilation is necessary to minimize exposure. If nail enhancements are offered at the salon then the area should be equipped with an air venting facility such as an extractor fan to provide plenty of opportunity for vapors to be removed.

The area must be also well lit so a light is a necessity. The light must have a movable arm and preferably be attached securely to the nail table so that there is no base taking up space. The surface of the lamp must be suitable for wiping over.

A hand basin located close to the area, with hot and cold water through a single outlet with taps that can be turned on and off, is recommended. The basin must be supplied with liquid soap and single-use paper towels.

A sink must be supplied with hot and cold water for washing equipment, in addition to the hand basin. A double bowl sink is essential with one bowl for washing and one for rinsing equipment. Bowls must be deep enough to allow equipment to be scrubbed under water.

The area must be clean, neat, tidy and uncluttered and the client service area must be separate from the cleaning and storage areas in a salon.

**Setting the atmosphere**

The temperature of the room should be cool but comfortable. Music and aromatherapy oils add to the salon ambience.

**Organization and maintenance**

All necessary equipment and materials must be prepared and maintained according to health requirements, manufacturers' instructions and workplace policies and procedures. The work area must be cleaned and waste disposed of after each client service. It is important to become familiar with the tools of the trade including furniture, tools, nail cosmetics and artificial nail supplies.

**Selecting products and equipment for service**

After assessing the client, you need to identify the correct products and any extra equipment required to perform the specific service. The tools and equipment should have been correctly cleaned and disinfected, dried and stored appropriately ready for use. It is a good idea to have
at least two sets of manicure/pedicure tools so that one set can be used while the other set is being disinfected.

**Furniture you will need:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bin with liner and lid</td>
<td>Used throughout the manicure/pedicure for waste. The bin should contain a bin liner for easy removal. Alternatively, attach a liner to the manicure table with tape and dispose of it after every client.</td>
</tr>
<tr>
<td>Client Cushion</td>
<td>Necessary to support the client's hand to allow the nail technician to work quickly and efficiently. Cover with a clean towel for each client.</td>
</tr>
<tr>
<td>Glass container</td>
<td>With cotton wool placed in the bottom, filled up to approximately two centimetres with an antibacterial solution which also has anti rust properties. Nail clippers and hoofer need to be immersed in the liquid when they are not being used in the manicure/pedicure procedure. Change after each client.</td>
</tr>
<tr>
<td>Lamp</td>
<td>This can either sit on the manicure table or be an adjustable lamp which can be clamped onto the table. The light makes it easier to see clearly and the warmth it generates helps to dry the polish.</td>
</tr>
<tr>
<td>Manicure bowl</td>
<td>An appropriately sized bowl used to soak just the nails or the entire hand and wrist leaving just the fingertips to soak.</td>
</tr>
<tr>
<td>Manicure Chairs</td>
<td>Your chair should be comfortable, ideally with adjustable height and back support and have wheels for easy mobility. The client's chair should also be comfortable with a cushion and back support.</td>
</tr>
<tr>
<td>Manicure Table</td>
<td>Must be clean and orderly at all times. All products can be set up ready to perform a manicure. Equipment and products that are not used frequently can be stored in the drawers. The table should be high enough to fit the client's and nail technician's legs comfortably underneath. A portable table enables the nail technician to work to the side of the facial couch or with the client seated.</td>
</tr>
<tr>
<td>Pedicure bowl</td>
<td>A large bowl or tub used to soak the feet in pedicure. A foot spa can be used instead and is usually more enjoyable for the client. Hygiene guidelines must be applied because foot spas can be difficult to clean.</td>
</tr>
</tbody>
</table>
### Manicure & Pedicure Tools you will need: (Theory & Practical)

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buffer</td>
<td>These include chamols, block and satin buffers. When using a chamols you must replace the cloth after each client. When using the block and the satin buffers, start with the coarser sides first and change to the smoothest to achieve the best results. Buffers which cannot be disinfected after use must be discarded. The buffer removes the top layers of the nail plate. On thin and fragile nails do not use. Buffing should be done in the direction from the lunula to the free edge. Do not buff across the nails.</td>
</tr>
<tr>
<td>Cuticle pusher/tool</td>
<td>Used during the cuticle work to remove dead cuticle which adheres to the nail plate.</td>
</tr>
<tr>
<td>Hoofer</td>
<td>Used during the cuticle work to gently push back the entire cuticle wall. These are made from plastic or rubber.</td>
</tr>
<tr>
<td>Lint free wipes</td>
<td>are used to remove nail polish and wrap around the tip of an orangewood stick. Importantly they do not leave little threads behind on the nails.</td>
</tr>
<tr>
<td>Nail brush</td>
<td>Used to gently scrub the nails after the massage to remove excess products and prepare nails for painting</td>
</tr>
<tr>
<td>Nail clippers</td>
<td>Used to trim the free edge of the nail plates. Always support the nail plate, cutting from the sides first and then across the middle.</td>
</tr>
<tr>
<td>Nail files and Abrasives</td>
<td>A variety of abrasives are necessary to shape and shorten the nails effectively. An abrasive coarser than 240 grits should not at any time be used on the natural nail. Coarser abrasives are used first when shortening the length of the free edge or when working on the toes. The finer abrasives are used last to bevel the free edges. If abrasives cannot be cleaned and disinfected they must be discarded after use of given to the client.</td>
</tr>
<tr>
<td>Nail scissors</td>
<td>These have a curved tip, which aids in trimming to the natural curvature of the nail plate.</td>
</tr>
<tr>
<td>Orangewood sticks</td>
<td>These have a number of uses. Tipped with cotton wool they are used to remove products from containers. Used like a plastic spatula, they can apply products to the hands and the feet as well being use full in cuticle work. Remember to discard cotton tips after</td>
</tr>
</tbody>
</table>
each use and replace with clean cotton wool. Orangewood sticks are usually discarded after one use but may be filed back into shape for reuse if permitted under health and hygiene regulations.

<table>
<thead>
<tr>
<th>Plastic backed paper napkins (dental naps)</th>
<th>These are placed over the towel support and are used throughout the manicure to dry the client's hands and nails. They are also used to wipe the tools during cuticle work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedipad</td>
<td>A rough skin remover, is used in the pedicure to remove or smooth the hardened skin on the feet. They come in a few different types such as plastic, mental or a sandpaper-like material. They are often used in conjunction with an exfoliant. (The use of credo blades which actually cut and slice the surface of the skin is not permitted).</td>
</tr>
<tr>
<td>Tissues</td>
<td>Four or five tissues are placed over the towel support and are used throughout the manicure to dry the client's hands and nails. They are also used to wipe the tools during cuticle work. When painting the toes, a tissue is folded and placed between each toe to separate them.</td>
</tr>
<tr>
<td>Toe Separators</td>
<td>Toe separators are available in only one size which does not fit every foot they can be quite painful for some clients. The cost of one-use toe separators (which cannot be cleaned) can be built into the price of the service. These can be given to the client when the service is finished.</td>
</tr>
<tr>
<td>Towels</td>
<td>a rolled up towel can be used in the manicure for a support and towels are used in the pedicure to dry the feet and lower leg. Cloth nappies are ideal and should be covered with disposable tissue. Individual towels are used for each hand/forearm to dry or cover the client's hand/arm during mask treatments. A separate towel should be available for you to wipe your hands on throughout the service. You should not use the client's towel during the service.</td>
</tr>
<tr>
<td>Base Coat</td>
<td>This is a clear polish, which is applied before coloured polish. It helps prevent staining from polish and helps adhere the following coats of polish to it.</td>
</tr>
<tr>
<td>Buffer paste/oil</td>
<td>used in conjunction with the buffers although not essential. It helps add shine and lustre to the nail plate. This is particularly beneficial in a man's manicure as nail polish is not usually preferred.</td>
</tr>
<tr>
<td>Item</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Coloured polish</td>
<td>These come in two main types, matt and pearlescent. Polish should be free flowing, even in consistency and colour and have a good quality brush.</td>
</tr>
<tr>
<td>Cotton buds</td>
<td>Used to apply liquid cuticle remover and any other small tasks.</td>
</tr>
<tr>
<td>Cotton wool</td>
<td>Commonly used for tipping the orangewood sticks, applying antiseptic and nail polish remover.</td>
</tr>
<tr>
<td>Cuticle cream or oil</td>
<td>A rich cream that is massaged into the cuticles to soften dry cuticles. It contains fats and waxes, such as lanolin. Cuticle oil is a lighter product but performs the same function as cream.</td>
</tr>
<tr>
<td>Cuticle remover</td>
<td>This can come in a liquid or cream form. It quickly softens the cuticles for easy removal with cuticle implements. Not to be used on sensitive skin.</td>
</tr>
<tr>
<td>Exfoliants</td>
<td>These products often contain varying levels of AHA (alpha hydroxy acids) to promote the removal of dead surface skin and can be used in conjunction with a mask to penetrate product deeper into skin layers.</td>
</tr>
<tr>
<td>Disinfectant</td>
<td>Use only those specified in the Australian Register of Therapeutic Good (ARTG). Solutions must be labelled with name, date, dilution strength and preparation instructions.</td>
</tr>
<tr>
<td>Disposable cloths</td>
<td>Should be given to a client to dry their hands and disposed of immediately. Can also be used to clean up any spills.</td>
</tr>
<tr>
<td>Hand and body lotion</td>
<td>These can come in a variety of forms such as creams, lotions or oils. Lotions are usually lighter whereas the oils are richer and more suitable to extremely dry skin. Each of these lotions has active ingredients, which save different purposes. For example, lavender is good for calming and soothing, jojoba for nourishing, tea tree for its antiseptic properties. The lotions must be easily spread and have a pleasant fragrance.</td>
</tr>
<tr>
<td>Lint free wipes</td>
<td>Cotton or paper wipe, used to clean the nail plate without leaving any residue of cotton fibres.</td>
</tr>
<tr>
<td>Manicure tablets or salts</td>
<td>Used in place of the nail soak. Place a manicure tablet in the warm water to soften the water as per the directions on the product.</td>
</tr>
<tr>
<td>Product</td>
<td>Description</td>
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<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mask/masque</td>
<td>This will deeply penetrate and moisturise once surface skin cells have been</td>
</tr>
<tr>
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<td>removed and pores are opened and receptive to moisture. It is usually left</td>
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<tr>
<td></td>
<td>on the skin for a period of time to allow for deep hydration. Paraffin may</td>
</tr>
<tr>
<td></td>
<td>also be applied over this product.</td>
</tr>
<tr>
<td>Moisturising lotion/oils</td>
<td>These products are used to assist in the prevention of moisture loss and</td>
</tr>
<tr>
<td></td>
<td>rejuvenation of the skin while restoring elasticity to the skin. Many</td>
</tr>
<tr>
<td></td>
<td>contain vitamin E to assist the skin to repair and reduce the visible signs</td>
</tr>
<tr>
<td></td>
<td>of ageing. They are applied in the final massage steps.</td>
</tr>
<tr>
<td>Nail hardener</td>
<td>Some are not suitable for use with polish so check manufacturer's instructions. Use nail hardeners on weak nails. Some will contain formaldehyde and this can irritate the skin. Remove immediately if this happens. Do not use nail hardeners on a prolonged basis.</td>
</tr>
<tr>
<td>Nail polish remover</td>
<td>This solution comes in two forms, acetone and non-acetone. Non-acetone must</td>
</tr>
<tr>
<td></td>
<td>be used on clients with acrylic nails otherwise it will break down the</td>
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<tr>
<td></td>
<td>resins and adhesives in the acrylic. Nail polish remover is used to</td>
</tr>
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<td></td>
<td>dissolve and remove nail polish as well as for cleaning the nails in</td>
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<tr>
<td></td>
<td>preparation for painting.</td>
</tr>
<tr>
<td>Nail soak/foot soak</td>
<td>This product has a soap base that should include an antispetic property,</td>
</tr>
<tr>
<td></td>
<td>such as tea tree oil. Used to make the warm soapy water in which the hands</td>
</tr>
<tr>
<td></td>
<td>and feet are soaked.</td>
</tr>
<tr>
<td>Quick dry</td>
<td>Either as a spray or a polish, it helps speed up the drying process of the</td>
</tr>
<tr>
<td></td>
<td>polish. Applied lightly after the topcoat.</td>
</tr>
<tr>
<td>Ridge Filler</td>
<td>Fills ridges in the nail to create a smooth surface for colour application.</td>
</tr>
<tr>
<td></td>
<td>Helps prevent colour from peeling and chipping.</td>
</tr>
<tr>
<td>Talcum powder</td>
<td>Used in the pedicure before painting the nails to absorb any moisture</td>
</tr>
<tr>
<td></td>
<td>between the toes.</td>
</tr>
<tr>
<td>Topcoat</td>
<td>A clear polish that is applied over the coloured polish to prevent</td>
</tr>
<tr>
<td></td>
<td>chipping and to add shine and lustre to the nail plate.</td>
</tr>
</tbody>
</table>

**Learning activity A1.1**

A client is having a standard manicure and is curious about the tools and products you are using on her cuticles. Role-play this situation with a partner and give a clear explanation of the features and benefits of the process and products.
Ask for feedback about your explanation and communication skills.

*Cuticle cream is a rich cream and this one is very easy to use. I'm using it today to soften and moisturize your dry cuticles. It's a great take home product for your nails and its easy to use - you can put it on whilst you are watching TV- no special equipment is required. Over two weeks you will see a big improvement in your cuticles.*

Be prepared

At the end of each day, it is important to ensure that all lids are tightly on products and that equipment has been cleaned and sanitized and correctly stored ready for use the next day. Bins should be emptied and soiled towels removed for laundering. You need to make sure that the furniture is wiped over with a cloth which has been immersed in soapy water, that the service area is thoroughly set up, that an adequate supply of materials and equipment is ready for the next day and that all electrical equipment is turned off and stored safely.

As you develop skills in manicure and pedicure services these products and equipment will become very familiar to you. Clients are often interested in what the products are made of and why each product or piece of equipment is used. It is informative and reassuring for clients as well as part of your professional responsibility to communicate the features and benefits of various products with clients during the treatment. This also gives you an opportunity to promote the products and additional services at the salon.

**Manicure Pre-service routine**

Easy access to manicure equipment and product are important. There are many ways in which the manicure table can be set up. The following guidelines relate to the manicure set up when performing a seated manicure.

1. Make sure that the manicure table is clean and dust free. There should be easy access to a discreetly placed bin with a liner and lid or tape a new bin liner to the table.
2. The towel support or cushion covered with tissues or dental napkins should be placed in the middle of the table, however if using a vented table, avoid covering the vent when it is operating. Other client towels can be placed where the client arms are going to rest.
3. A lamp should be attached to the table with a clamp to assist with the inspection of the client’s hands and nails.
4. A disinfected glass container with the hoofer, nail clippers and nail scissors should be placed on the right side.
5. The manicure bowl with the nail soak should be placed on the left side out of the way until needed.

6. Manicure and pedicure products can be placed on your right side. Place the products in the order in which they are required. If left-handed, put the things needed most frequently on the left. Return the items to their positions with labels facing the client to assist with after service sales.

7. Nail files and buffers should be placed between a folded tissue and on the right side of the work area or alternatively be stored in an easily accessible drawer.

8. A selection of nail polishes including base and topcoat, should be kept on the left side as these are not needed until the end of the manicure. Alternatively they may be attractively displayed behind you. They need to be placed so that the client can view them and choose the preferred color during the service.

9. Products that are not always used in a standard manicure can be placed in the manicure table drawer. For example, buffer paste and nail mending material.

**Pedicure set-up**

Similar steps should be taken when preparing the pedicure area. A mobile cabinet with drawers is often used for storage instead of a nail table. Alternatively a tri-style stool may be used with the client seated on a beauty bed or lower style seat. Large pedicure towels need to be used instead of smaller hand towels.

**Learning activity A1.2**

Draw a diagram of the layout of how you would prepare a manicure table for a standard manicure. Follow the policies and procedures required in your workplace or training place while keeping in mind the above information. Draw the diagram as seen from above and label the tools and products. Include any relevant explanations about why items are placed in particular locations.

Discuss your diagram with your trainer or supervisor to ensure that you have followed the policies and procedures required in your workplace or training place. Perhaps this diagram could be copied and kept in the workplace to prompt you when setting up the manicure table.
Step 2 : Prepare the client for service

On first meeting the client, greet them in a friendly, professional manner. Give them a warm welcome by telling them your name and smiling. This will help to relax the client and make them feel at ease. It is also very important to gain the client's trust and respect through your professionalism and knowledge.

The next step is to identify the client's individual characteristics and needs in order to make appropriate choices for the service. Each client has individual characteristics and these all need to be taken into consideration before the treatment plan can be formed.

Choosing nail shapes and lengths

When performing a manicure, you need to choose a suitable nail shape and length for the client. There are a number of factors that should be considered. The treatment recommended should accommodate the needs of the client but be guided by your professional knowledge and opinions. Factors to consider include:

● The nail shape and length the client prefers

Although there may be a nail shape or length more appropriate for the client, the client has the final decision on the preferred nail shape or length.

● Recreational activities of the client

If the client participates in a sport like netball or basketball, it would be pointless keeping her nails lengthy. A well-manicured, shorter nail would be more appropriate.

● The client’s occupation

A client in the public eye may like a lengthier more elegant nail. A masseur would need shorter nails to avoid scratching their clients.

● What suits the client

A client with short, stubby fingers would benefit from longer nails with an oval shape. This will help give the appearance of lengthening the client's hand. A client with very long, narrow fingers would benefit from a shorter, square shaped nail. This will give the illusion of shorter fingers.
There are four basic nail shapes that can be considered depending on the length of the nail plate. This decision will affect the appearance of the client's hands. The four nail shapes are as follows.

**Pointed** - this shape is used on clients with a narrow nail plate to give a delicate look to the hands. Unfortunately with this shape, the sides of the nail plate are filed away. As the nail plates provide support to the nail, this may result in a weaker nail.

**Square** - this shape is very strong as the sides of the nail plate are still intact. A shorter nail with the square shape would be beneficial for a client who does a lot of typing.

**Round/squoval (square with rounded corners)** - this shape suits most people and takes sharp corners off an artificially enhanced nail. This is a common shape for a man's manicure.

**Oval/almond** - this is an elegant shape, which is very common in a woman's manicure or at the free edge. This is more manageable and stronger than the pointed shape.

You should also find out why the client wants the service so that appropriate advice and recommendations for a treatment plan can be made. For example, the client may decide on a particular treatment because:

- he/she is having difficulty maintaining his/her natural nails
- he/she has a special occasion to attend - wedding, function, school formal or party
- he/she is going away on holidays
- he/she wants to enhance the appearance of his/her hands for the workplace.

**Choose a Color**

Color choice is influenced by the client's style, the current fashion, the season and the client's skin tone. If a client has yellow skin tones do not recommend a pink polish. If they have pink skin tones do not recommend a polish with yellow undertones. Some older clients can have skin that is quite red in color, choosing a red polish with blue undertones will only highlight this fact. When you add fashion, season, clothing to this mix it can become quite confusing. Use a nail palette from your nail polish supplier to assist in the color choice. This way you and your client can see exactly how the color will look against the client's skin tone before you apply it.

**Record the client's characteristics and treatment plan.**

The client's characteristics are recorded on a treatment plan. They may also be called client record cards. These cards should be kept in a convenient but private location, ready for every nail technician in the salon. After discussing the plan with the client write down what you plan to do. This is an important record of the treatment and can be referred to in subsequent treatments and provides a written record of the service should problems arise.
Apart from the client’s contact details, the client treatment plan may include a nail and hand assessment, any contra-indications and a client’s relevant characteristics. Each time a client receives a service, an entry must be made on the client record card. This can include a description of the design and materials used, the nail technician who performed the service, and the cost charged per nail. Aftercare advice is also recorded. The client treatment plan provides the nail technician with information to help prepare for the service and is useful when a client comes in for a nail service when their regular technician is not available.

Following is one example of a competed client record card showing the type of information that may be collected.

<table>
<thead>
<tr>
<th>Client details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Maria Zammit</td>
</tr>
<tr>
<td>Address: 23 Smith St, Garden Vale QLD 3098</td>
</tr>
<tr>
<td>Business ph.: 9562 3452</td>
</tr>
<tr>
<td>Lifestyle considerations: Receptionist Part time model</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nail notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shape:</td>
</tr>
<tr>
<td>Contra-indications, diseases/disorders:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Treatments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>29/2/06</td>
</tr>
<tr>
<td>12/4/06</td>
</tr>
<tr>
<td>3/5/09</td>
</tr>
<tr>
<td>3/8/09</td>
</tr>
</tbody>
</table>
Final stages of client preparation

After recommending and discussing the treatment plan with the client, there are some final preparation steps needed before the treatment begins.

1. Once the client record card has been completed, the client should be shown through to the treatment area or cubicle.

2. Position the client comfortably and make sure all protective garments required for the manicure/pedicure treatment are in place. As a nail technician, it would be unprofessional and costly to get any product on the client's clothes.

3. Wash your hands with an antimicrobial wash in front of the client to assure the client that the treatment will be conducted in a hygienic and professional manner. (There is more information about hand washing in Step 5)

4. Check the client's record card and confirm the treatment plan with him/her. In some cases another person may have prepared the treatment plan.

5. Ensure that there is enough light in the cubicle and have a magnifying light ready for use. Begin by inspecting the treatment area and confirming any contra-indications, specific characteristics indicated on the record card, as well as special needs that the client may have.

6. Ask client to remove all jewellery. Provide the client with a clean plastic bag and ask her to put this in her handbag. This is the safest place for her jewellery.

7. Finally, check that the client is comfortable before beginning the treatment. It is important to make sure that the client is as comfortable as possible throughout the treatment.

Put the client at ease

During the treatment, when the client has begun to relax, it is a good idea to ask the client again if they are comfortable. As treatment progresses they may become uncomfortable and their situation needs to be checked on a periodic basis. Ensure the treatment is relaxing by:

- being professional, punctual and organized
- being knowledgeable about the treatment
- being gentle and skillful with movements and techniques
- making appropriate conversation
- taking time to pamper the client,

Learning activity A2.1

Think about your experience as a client in the personal service industry - at the hairdresser or beauty therapist. List some of the behaviors of an operator that may have made the experience
unpleasant for you. For example:

- being disorganized and leaving the treatment area frequently for supplies
- not making sure the client is comfortably positioned for the service

Discuss your finding with your supervisor or trainer and the importance of avoiding these behaviors.

Refer to the *Suggested answers* section at the end.

### Step 3: Identify the benefits of manicure and pedicure services

The word manicure is derived from the Latin words *manus* (hand) and *cura* (care), so manicure means care of the hands and nails. Regular care is necessary to maintain the health and condition of the hands and nails and, for this reason, manicures are popular treatments for both men and women.

A regular maintenance program will:

- help to delay the effects of ageing
- help reduce environmental discoloration
- maintain skin tone
- improve circulation
- Encourage blood supply to the muscles and skin, thus keeping their youthful appearance.

Increased blood supply and nourishment will also improve nail strength, assist in the prevention of splitting and allow nails to grow longer. A regularly performed manicure will maintain a smooth nail outline, freeing the cuticle from the nail plate. This will prevent hang nail formation and create a strong free edge and a smooth, healthy, pink and flexible nail plate.

Apart from the physical effects of the service, a client may have a service as a treat to themselves, a chance to relax and have someone pamper them and a chance to take some time out for themselves. Recognize these benefits of the service in the way you approach the client and look after them during the service.

The client can reinforce manicure procedures with the application of homecare products recommended by you, such as protective and strengthening agents for the nails.

The client comes to you for your professional advice on how to maintain the appearance of their hands, feet and nails. You should be confident in your knowledge of the features and
benefits of the services you offer. The products you recommend will support the improvement in the appearance of the client’s hands and feet between treatments.

**Step 4: Deal with nail diseases and disorders**

**What are contraindications?**

**What are precautions?**

As well as identifying the client’s needs and characteristics, the client’s general health and the condition of their hands or feet need to be assessed for their suitability for treatments before beginning a manicure/pedicure treatment.

**Contra-indications or untreatable conditions** are conditions which prevent a treatment being performed. For example if the client has tineapedis, an infectious disease of the feet, you cannot do a pedicure until the condition has cleared. Treatments must not be conducted where contagious diseases are present or there is evidence of infection (redness, pus, tenderness and swelling). Refer your client to a medical practitioner.

**Precautions or treatable conditions** mean that you need to change the service to accommodate the client’s condition. For example if a client has a bruise under the nail you do not massage that area and do not treat that nail but you can treat all the other nails. There are many conditions that can affect the skin and nail and some of them indicate the presence of more serious underlying health problems. In these cases, some manicure and pedicure treatments may be conducted but the client should be advised to see their doctor.

You need to be able to identify basic nail disorders and diseases and decide whether the requested treatment can be safely performed. If you are unable to perform a treatment you need to tactfully explain the situation to the client.

General contra-indications to manicures and pedicures include:

- some skin diseases and disorders in the hands and feet
- some fingernail and toenail diseases and disorders
- bruising or swelling of the wrist, ankle, finger or toe joints
- cuts and abrasions on hands and feet
- recent fractures, sprains or surgery on hands and feet
- areas exhibiting loss of tactile sensation
- high blood pressure
- diabetes
Learning activity A4.1

Use information from resources suggested at the beginning of this Nail Compendium. Find out whether the disease or disorder is contra indicated for manicure/pedicure services. In some cases manicure and pedicure services can be safely conducted if modifications and precautions are taken.

<table>
<thead>
<tr>
<th>Nail disorder/diseases</th>
<th>Description/cause</th>
<th>Can I proceed with the service?</th>
<th>Actions or Precautions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrugations or furrows</td>
<td>Redged lines running from the base to the tip of the nail. Single furrows mean there has been injury to the matrix. Multiple furrows are caused by psoriasis, arthritis or general illness</td>
<td>Yes</td>
<td>Gentle manicure or pedicure and referral to a medical practitioner</td>
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<tr>
<td>Beau's lines</td>
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<tr>
<td>Blisters</td>
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<td>Bruised nail</td>
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<td>Bunions</td>
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<td>Calluses</td>
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<td>Chilblains</td>
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<td>Corns</td>
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<tr>
<td>Discoloured nails or stained nails</td>
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<td>Eczema of the nail</td>
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<td>Eggshell nail</td>
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<tr>
<td>Nail disorder/diseases</td>
<td>Description/cause</td>
<td>Can I proceed with the service?</td>
<td>Actions or Precautions</td>
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<tr>
<td>Hang nails</td>
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<tr>
<td>Heel fissures</td>
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<tr>
<td>Koilonychia (spoon nails)</td>
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<td>Leuconychia (White spots on nails)</td>
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<tr>
<td>Onychatrophia (Wasting away of nail)</td>
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<td>Onychauxis (very thick nails)</td>
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<tr>
<td>Onychia (inflammation and pus in the tissue surrounding the nail)</td>
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<td>Onychocryptosis (in grown toenails)</td>
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<td>Onycholysis (loosening of the nail)</td>
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<tr>
<td>Onychomycosis (tinea unguium)</td>
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<tr>
<td>Onychoposis Growth of horny epithelium under the nail</td>
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<tr>
<td>Nail disorder/diseases</td>
<td>Description/cause</td>
<td>Can I proceed with the service?</td>
<td>Actions or Precautions</td>
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<tr>
<td>Onychoptosis (periodic shedding on one or more nails)</td>
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<td>Onychorrhexis (dry, split, brittle nails)</td>
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<tr>
<td>Papilloma</td>
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<tr>
<td>Paronychia (Bacterial infection of the skin surrounding the nail)</td>
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<tr>
<td>Pitting</td>
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<tr>
<td>Psoriasis (skin disorder)</td>
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<tr>
<td>Pterygium (skin abnormally sticks to nail)</td>
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<td>Ridges</td>
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<td>Splinter</td>
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<tr>
<td>Haemorrhages</td>
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<tr>
<td>Tinea pedis (athlete's foot)</td>
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<tr>
<td>Verruca vulgaris (Common warts)</td>
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</tbody>
</table>

Refer to the *Suggested answers* section at the end of this guide.
Learning activity A4.2

Read the case study below and answer the following questions.

*When Judith removes her footwear you notice that the area between her toes is red and inflamed with tinea. You cannot perform the pedicure service she has requested, as the area is infectious.*

*What do you say to Judith and how do you say it? Make some notes about how you would explain this to her and then role play this situation with a partner being as tactful as possible. Use appropriate body language to reinforce your message.*

Ask your partner for some feedback about how tactfully you performed in the role play.

**Step 5: Prepare yourself and work safely**

**Apply health regulations**

When a manicure or pedicure service has been completed, make sure the tools and equipment are properly cleaned and disinfected to destroy the harmful micro-organisms that can cause bacterial, viral and fungal cross infection. It is a good idea to start cleaning up in front of the client to provide a positive impression that hygiene and professionalism are being maintained. Within each State and Territory, there is a set of health and safety regulations that apply to the personal service industry.

**Learning activity A5.1**

Find a copy of your State or Territory regulations and workplace policies and procedures which apply to cleaning equipment in your workplace or training place. These are available via the internet.

Describe the step by step procedure used in your workplace or training place for disinfecting nail scissors and nail clippers.

How are the burrs used for buffing cleaned in your workplace or training place?
Which pieces of equipment are designed for single-use in your workplace or training place? Why are they designed this way?

Describe the step by step procedure used in your workplace or training place for cleaning pedicure bowls and nail brushes.

Check your answers with your trainer or supervisor to ensure that you understand how to clean these pieces of equipment correctly.

Handling chemical products

**Learning activity A5.2**

What are some of the precautions you should take when handling and using chemical products to protect yourself and the client. Use manufacturer's instructions and material safety data sheets (MSDS) for information:

Refer to the *Suggested answers* section at the end.

**Prepare yourself to deliver the service**

Another important part of preparation is your personal presentation which should create a professional image. A clean and neat appearance and high standards of personal hygiene are critical. Clients may be put off by a general lack of cleanliness or signs of body odour which they can detect because of close contact with you.

As you are performing hand and nail services clients will expect that your hands and nails are representative of the sort of care that you take and the services that you are selling. The condition and presentation of your hands and nails are excellent advertisements for the services of the salon.

**Working sustainability and respecting the environment.**

You will be familiar with issues regarding the environment. Sustainable working practices are those which aim to reduce the environmental impact of materials and energy. This must be
done without reducing infection controls procedures. For example, in the nail treatments, the risk to clients in reusing orange sticks must take precedence over the fact that you will dispose of a lot of orange sticks. There are other ways to reduce the effect on the environment. For example

- source local products to reduce the distance the product has to be transported
- dispose of waste according to environmental protection guidelines
- turn lights out in treatment cubicles that are not being used
- source products from manufacturers who have an active policy of producing products and equipment in a sustainable manner.
- ensure all water taps are turned off correctly and do not leak.
- use low energy lighting where appropriate.
- use potion control. Do not overuse product and then have to throw out the excess. This not only affects sustainability but impacts on the business cost control measures.

**Learning activity A5.3**

Work with another student or a colleague for this exercise. Now perform a hand-washing procedure using the correct procedure. Ask for feedback on your routine. Record the feedback below.

```
…………………………………………………………………………………………………………
…………………………………………………………………………………………………………
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**Learning activity A5.5**

**CROSSWORD : Common nail diseases and disorders**
CLUES Across
1. shedding of the nail (12)
2. wasting away of nail (13)
7. common warts (7,8)
8. inflammation and pus is present (7)
6. brown coloured warts (10)

Down
1. ingrown toe nail (15)
3. skin sticks to nail (9)
4. athletes foot (5,5)
5. loosening of the nail (11)

Your Check list :
To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.

<table>
<thead>
<tr>
<th>TASK</th>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>My personal appearance meets the required standards</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I can greet a client to put them at ease and assure them of my professionalism</td>
<td></td>
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<td></td>
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<tr>
<td>I can identify client needs and fill out a client card accurately</td>
<td></td>
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<tr>
<td>I can prepare the salon area for a manicure or pedicure by having all the equipment and product ready</td>
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<tr>
<td>I can identify contraindications and precautions</td>
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<tr>
<td>I can confidently discuss with a client her/his contraindications</td>
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<tr>
<td>I can discuss the benefits of all products and equipment I am going to use</td>
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<tr>
<td>I know the relevant health and occupational health and safety regulations and can apply them properly</td>
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</table>

Fingernails take 3 to 6 months to regrow completely, toenails require 12 to 18 months
Section B : 
Perform a basic manicure or pedicure service

This section covers how to do basic and luxurious hand and foot services. In this section each service is described. Remember to apply state health regulations to each step. When you are working in a salon you will also need to follow their procedures. There are eight steps in this section.

**Step 1** Perform a manicure

**Step 2** Perform a hand and arm massage

**Step 3** Perform a pedicure service

**Step 4** Perform a foot and leg massage

**Step 5** Perform a hot oil manicure

**Step 6** Perform a paraffin wax service

**Step 7** Perform a French manicure

Have you had a manicure or pedicure service?

What did you like about it?

What did you not like?

Keep these points in mind as you do each service.

In the following steps there is a quick guide and a more detailed guide for each of the services.

**Step 1 : Perform a manicure (Tools & Practical)**

The full manicure procedure should be completed in thirty minutes. However some procedures, such as a 'spa' type service, can take longer. The steps marked below with an are those that are added for a more luxurious service.
### Manicure procedure (Quick Guide)

<table>
<thead>
<tr>
<th>Additional Steps: Add these steps for a more luxurious service</th>
<th>Steps in a Manicure Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Apply antibacterial products</td>
</tr>
<tr>
<td></td>
<td>2. Inspect client's hands and mails</td>
</tr>
<tr>
<td></td>
<td>3. Remove nail polish</td>
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<tr>
<td></td>
<td>4. File and shape nails</td>
</tr>
<tr>
<td>✓</td>
<td>5. Buff the nail plate</td>
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<tr>
<td></td>
<td>6. Remove dead cuticle</td>
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<tr>
<td></td>
<td>7. Mositurize cuticle</td>
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<tr>
<td>✓</td>
<td>8. Exfoliate</td>
</tr>
<tr>
<td>✓</td>
<td>9. Mask/Masque</td>
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<tr>
<td></td>
<td>10. Massage</td>
</tr>
<tr>
<td></td>
<td>11. Rinse and clean nails</td>
</tr>
<tr>
<td></td>
<td>12. Squeaking</td>
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<tr>
<td></td>
<td>13. Inspect</td>
</tr>
<tr>
<td></td>
<td>14. Pay</td>
</tr>
<tr>
<td></td>
<td>15. Apply polish, (usually base coat, coloured polish and top coat)</td>
</tr>
</tbody>
</table>

### Manicure Procedure (Detailed Guide)

1. **Apply antibacterial products**

   Commence by applying any personal protective equipment that is required according to State or Territory regulation or workplace policies and using hand cleanser gel/spray to reinforce hand cleanliness. Apply cleansing gel/spray or a 70% alcohol swab or cotton wool ball soaked in the appropriate antiseptic to the treatment area. Starting with the right elbow, use firm pressure and come down to the fingertips, making sure the entire lower arm, front and back, is cleaned. Follow the same procedure for the left arm. If using an alcohol swab or cotton wool ball, use a fresh one to minimize cross infection. Dry hands thoroughly and place on towel support.
2. **Inspect client's hands and nails**

Check the client's hands and nails thoroughly for any contra-indications noted on the treatment plan, which may prohibit the manicure procedure or may require a modified manicure procedure.

Advise the client to consult their doctor if any irregularities are present. Note any areas that may require special attention, for example, hang nails.

3. **Remove nail polish**

Start with the client's favoured hand, this will allow slightly extra time during the service for the skin to soften. Roll a ball of cotton wool to remove any cotton fibres, soak it in remover and squeeze out excess. Hold the cotton ball between the index and middle fingers, just above the first joint, and place firmly over the client's thumb and hold for about ten seconds. Wipe down towards the free edge and the nail plate should be clean. Any left-over polish around the cuticle wall can be removed with an orange stick tipped with cotton wool and dipped in remover. Repeat on the other hand. Reinspect the client's nails as contra-indications may have been hidden by polish.

The following finger rotation method helps prevent smudging. It begins with the client's favoured hand. First work on the thumb, then the index, middle, ring finger, and lastly the little finger. When working on the other hand begin with the thumb, then the index finger, middle finger, ring finger and lastly the little finger. This method should be used throughout the manicure procedure especially with the polish application. File and shape nails.

4. **File and Shape nails**

Discuss the most suitable nail shape with the client. Their occupation and recreational activities should be considered when determining the length of the nails. If the client's nails are too long and need trimming, use curved manicure scissors or nail clippers. When using nail clippers, trim from the two sides first and then across the free edge. This will ensure the nail plate is not damaged. Dispose of nail clippings in the bin immediately.

Using the finger rotation method outlined above, start shaping the nails of the client's hand. Holding the end of the abrasive with the thumb and the index finger at a 45° angle file the nail from side to centre, then from the other side to the centre and gently across the free edge in one direction. Do not file back and forth as this may cause discomfort and splitting of the nail layers. The heat produced dries up the moisture within the layers which may also cause flaking. Filing too deep into the corners causes ingrowing nails, weakens the sides of nails and can cause breakages. Remember to create straight sidewalls when filing and shape form the free edge. Always use an abrasive no coarser than 240 grit on the natural nail.
5. **Buff the nail plate**

Buffing smooths ridges or any uneven textures on the nail plate. It can also give a lustrous shine, improve circulation giving a healthier looking nail bed, remove any staining on surface layers of nail plate or strengthen the nail layers at the free edge. A buffing paste may be used in conjunction with a chamois covered buffer, a three way buffer or just the buffer by itself. Buff lightly as over-buffing will thin the nail plate.

Continue with the rotation method with the right hand. The buffer is used in the direction of the nail plate growth; that is, in the direction from the matrix to the free edge. In the case of a man's manicure, buffing is recommended to give a healthy shine to the nail plate and should occur at the end of the manicure.

6. **Remove dead cuticle**

Apply cuticle remover to the base of all ten nails either using the control flow nozzle on the product bottle, without touching the skin or with a cotton tipped orange stick. This product assists in the elimination of stubborn cuticle and can also be used under the free edge of the nail to remove any dirt. Hold the client's fingers between the thumb and index finger, and gently squeeze back the cuticle.

Gently slide a cuticle pusher along the nail plate to loosen the cuticle. Lift along the left side of the nail up towards the matrix in a clockwise manner, then along the right side and gently around the cuticle but not beyond the eponychium. Avoid undue pressure and pushing into the eponychium as this will result in damage to the matrix. The use of cuticle nippers is no longer permitted to cut living tissue due to health regulations.

When performing cuticle work you should have a folded up tissue resting in the palm of your left hand to discreetly wipe away any excess off implements. Mould back the cuticle with a clean tissue wiping carefully around the nail and under the free edge.

Place each hand in a bowl of cleanser with warm water. Make sure the temperature is comfortable and the water level is adequate. This will help soften the cuticles. Rinse thoroughly and pat dry.

7. **Moisturize cuticle**

Use a cotton tipped orange stick or the control flow nozzle on the product without touching the skin and apply it to the base of the surrounding tissue of each nail. If more cuticle cream is required, do not re-dip the orange stick into the container because it may contaminate the cream. Use a new cotton tipped orange stick to get more product from the container or simply apply through the control flow nozzle.

Using both hands, massage the client's thumb and little finger with firm thumb rotations, making sure the cream is spread around the entire cuticle wall, nail plate and up to the first joint. Massage the index finger, ring finger, middle finger and then the thumb again.
For a deep conditioning treatment cuticle oil could be applied and massaged as above in addition to the cuticle cream. Wrap both hands/arms in towels and prepare for next step - remove manicure bowl to the side.

8. **Exfoliate**
Unwrap the right arm and apply the exfoliant to the entire forearm and hand. Using effleurage movements (long stroking movements) see Section B, Step 2 Performing a hand and arm massage service, for full information on massage techniques - massage product into the skin of the forearm and hand, paying particular attention to dryer callused areas. Exfoliant may be rinsed off at this stage but pay particular attention to manufacturers' instructions for this step as some exfoliants are left on the skin and work together with the mask.

9. **Mask/masque**
Apply a generous amount of mask to cover the entire forearm and hand using effleurage strokes. Wrap and continue step 8 & 9 on other arm. If using a paraffin treatment this may be applied at this stage on top of the mask. Leave for the specified amount of time - usually 5-10 minutes.

10. **Massage**
Apply moisturizer and gently massage forearms and hands. See Section B, Step 2 Performing a hand and arm massage service, for full information on massage techniques.

11. **Rinse and clean the nails**
Taking the client's right arm first, soak the hand and forearm and using a soft nail brush, clean the nails of both hands in a bowl of hand soak and water. Be sure to remove the massage cream, cuticle remover or nail and cuticle fragments. Cover your index finger with a tissue and gently dry around each nail. Check to make sure the water is still comfortably hot for the client. If not, replace the water and soak. Dry hand and arm and then rest the arm back onto the towel then repeat on left arm.

12. **Squeaking**
Starting with the right hand, wipe each nail thoroughly with a lint free wipe soaked in nail dehydrator/preparation, nail varnish remover or an alcohol wipe. By pulling back the lateral folds and pressing firmly on the nail plate a 'squeaking' noise will be heard. This removes all traces of oil, moisture and soap. Clean thoroughly under the nails with a cotton wool tipped orange stick moistened with polish remover. Remember, polish will not adhere properly unless nails are perfectly clean.

13. **Inspect**
Examine the nails for rough edges, frills or hang nails. If any patches, repairs or nail corrections are necessary, do so at this stage of the procedure.
14. **Pay and put on jewellery**
To prevent denting or smudging of the nail polish it is recommended that the client pay for the treatment, put their jewellery back and have their car keys ready or anything else that they may require immediately after they leave the salon at this stage.

15. **Apply polish**
Discuss the desired polish finishing colours with the client. When satisfied with the colour choice, check the viscosity of chosen polish and add thinner if needed.

**Polish application techniques**

The applied nail polish is your finished product and will be viewed by prospective clients – the end result will influence the amount of repeat clients you have. A good quality base coat, colour polish and top coat or quick dry should be used - those recommended for professional use will contain the correct blend of chemicals for efficient drying, lasting colour and longer wearing.

Before commencing the application of colour polish, warm the polish by turning the bottle upside down and rolling it between the hands this helps to blend and thin the polish. Avoid shaking the bottle as the ball bearings inside may break the glass container or create air bubbles in the polish.

The same painting technique should be followed for the application of base coat, coloured polish and the topcoat. Using the finger rotation method outlined earlier, begin painting on the right hand. Hold the bottle of polish in the palm of the left hand, leaving the thumb and index finger free to gently squeeze back the sides of the cuticle wall. To help prevent any shaking, rest your little finger on the client's left hand wherever it is comfortable (this is referred to as the fulcrum finger). Make sure there is not too much polish on the brush applicator as this makes the application too thick and it takes too long to dry. It can also lead to polish peeling.

If necessary, wipe one side of the brush in the neck of the bottle.

**Stroke 1** - place the varnish applicator about from the top of the nail plate and push the polish as close as possible without touching the cuticle. There should be a very fine gap between the entire cuticle wall and the nail polish, approximately 1 mm. There should be enough polish on the brush to coat an entire nail plate, however if the nails are longer or wider, there is no rule that says you cannot go back and reload your brush with polish.

**Stroke 2** - holding the brush applicator on an angle to help make an even line, apply the polish down the left side of the nail plate.

**Stroke 3** - repeat stroke 2 on the right side of the nail plate.
**Stroke 4** - if necessary, turn the brush over to get more nail polish. This is a light stroke down the middle of the nail plate. It helps to remove any excess polish and prevents streaks down the middle of the nail plate - especially with crystalline polishes.

**Apply base coat**

When nails are completely clean and dry, apply a base coat/ridge filler or nail strengthened. Apply firstly to the right hand and then to the left. Be sure to cover the entire nail surface and cap the free edge for extra protection.

**Apply coloured polish**

Best results are obtained by using two coats of colour polish. Use long sweeping movements. Ensure free edge is capped, that is the colour wraps around and does not shrink when dry on top of the nail but is secured around the nail. A visible white free edge should not be seen if viewing the nails at eye level. If the client has a wide nail you can make it appear narrower by leaving a few millimetres on the side of the nail unpolished.

Detailing the nail at this stage can be done while waiting for the second coat to dry. This involves dipping either a cotton tipped orangewood stick or thin brush into the nail dehydrator or acetone to quickly remove any excess polish that may be on the cuticle and sidewalls. Nail corrector pens are not recommended for hygiene purposes.

**Apply topcoat or quick dry**

The slower it dries the better. Slower evaporating solvents produce brighter colours. When a formulae dries/cures it shrinks and so if a polish is forced to dry quickly by heat or chemical dryers it will usually result in more shrinkage and cracking. Formulations that use rapidly evaporating solvents tend to bubble and pit and produce more uneven surfaces. Applying a second coat of polish too quickly may also result in a bubbling or pitting effect - this is especially so in times of high temperatures and high humidity. Never blow on your client's nails! As well as being exceptionally un-hygienic, it causes lower adhesion and gloss.
Learning activity B1.1

Practice the manicure techniques described in this step on your fellow students or colleagues. Practice on as many different people as you can, as nail and hand shapes differ from person to person. Write down any comments or feedback received from your client as well as your supervisor or trainer after each procedure, and then make a note of what you could do to improve your performance.

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Discuss your techniques and the progress you are making with your supervisor or trainer.

Step 2 : Perform a hand and arm massage (Theory & Practical)

This part of the manicure is quite often the most enjoyable. Choose the massage medium and warm it in the palms of your hands before applying to the client’s skin. This is particularly important in the colder months as applying cold massage cream or oil is uncomfortable for the client. Use a towel support throughout the massage to ensure the client's comfort. Always take the weight off the client's arm during massage, making sure that the movements are slow and rhythmical so the client can relax. Once you start the massage do not break contact with the client. There are several different massage movements that are used in arm, hand and nail massage.

Effleurage

A long stroking movement performed with the whole hand and palm.
Superficial - soothing and aids relaxation.
Deep - pressure is deeper and firmer.

The hands can be used together or alternatively but must be completely relaxed and moulded to the part being treated. The movements must be smooth and rhythmical, with pressure in direction of the blood flow back to the heart and also along the flow of the lymphatic's ending at a group of lymph glands and nodes.

**Petrissage - compression**

This includes kneading, knuckling, ironing, skin rolling and wringing. These pressure movements can be used on individual muscles or complete groups. It involves pressing the tissue on the underlying structure and can be performed with one or two hands and the whole of the palm surface or the knuckles.

**Massage technique**

1. **Effleurage forearm, including the elbow**

   Place the towel support under the client's elbow and face their hand downward to ensure they are comfortable. Support the client's arm at the wrist with one hand and begin effleurage movements with the other.

   Effleurage technique: the fingers lead the way with the entire palmar surface of the hand being used. Gently glide over the top of the lower arm, around the elbow and the back of the lower arm on return, while supporting the client's wrist with the other hand. When the first hand returns the other can begin the same movement. There should be no loss of contact and movements should flow smoothly. Repeat three times each side.

2. **Thumb knead around the elbow**

   Elbows tend to be forgotten and often have drier, thicker skin due to the lack of attention. Brace the client's wrist with your left hand. Cup elbow with your right hand and rotate your elbow with the client's elbow - do this three to five times. To finish the elbow massage, move your left hand to the top of the client's elbow then gently slide hands down the forearm in a relaxing, smooth movement.

3. **Petrissage forearm**

   Support the client's forearm on the towel support. Using both hands use a knuckling movement, with thumbs following toward the elbow from the wrist (always massage toward the heart) stop at the elbow and lide the knuckles, without massaging, down back towards the wrist. Repeat three times. Alternate between these two movements three times.
4. **Wrist rotation and hand rolling.**

Place the client's lower arm upright with the towel support underneath. Support the client's wrist with one hand, interlock your fingers with the client's and gently rotate in a circular motion. Repeat three times clockwise and three times anticlockwise.

With the client's lower arm in an upright position and the palm of their hand facing the nail technician, place your thumbs between the client's little and ring fingers, and between their thumb and index finger.

Twisting the client's hand from left to right continuously, the object is to make a clapping sound between yours and the client's hands. This movement should be avoided on the elderly, frail and previously broken arms and wrists.

5. **Thumb knead palmar surface**

Ensure the client's palm is facing upwards and place your little fingers between the client's thumb, index, ring, and little fingers. Wrap the rest of your fingers around the client's hand, leaving the thumbs free to massage. This technique stretches the palmar surface and allows for a deeper massage. Using the thumbs alternately, knead in circles all over the palmar surface of the hand.

6. **Thumb knead between tendons**

Facing the client's palm downwards, place both the thumbs between each metacarpal space and use circular thumb kneading movements. Take the movement up to the wrist before moving on to the next metacarpal space.

7. **Thumb knead of the fingers and finger stretching**

Keep the client's elbow on the towel and, with one hand supporting the client's wrist, use the finger rotation method. Start at the matrix and thumb knead to the top of the phalange. Then, supporting the client's finger between two of yours, gently pull and stretch. Use different fingers to stretch, as it will remove excess massage cream between the client's fingers. Repeat movement for each finger and the thumb.

8. **Sweep hand and lower arm.**

Make a sweeping motion by holding the client's arm at the elbow with one hand on top and one underneath. Make a sweeping movement using both hands together, taking it past the client's fingertips. This completes the massage treatment. Do this three times.

**Learning activity B2.1**

Practice the massage techniques described in this step on your fellow students or colleagues. Practice on as many different people as you can. Write down any comments or feedback received from your client as well as your supervisor or trainer after each procedure, and then
make a note of what you could do to improve your performance.

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Discuss your techniques and the progress you are making with your supervisor or trainer.

**Step 3: Perform a pedicure service**

Feet can be one of the most neglected parts of the body. Considering the feet support the weight of the entire body, care of the feet will assist in enhancing the overall state of health of the individual. A pedicure is usually performed while the client is seated but if the client is having other treatments, such as a facial, it can be performed while the client is lying on the treatment couch.

This treatment is simply a manicure of the feet. It should be explained to the client that ingrowing nails, excessive calluses and corns must be treated by a podiatrist and not by the nail technician. When the client calls to book for their pedicure, you should advise the client to wear open toed shoes so the nail polish does not chip or smudge. While the client is removing their footwear, wash your hands thoroughly and prepare the pedicure bowl with antibacterial solution and a foaming foot soak.

Using appropriate furniture as outlined previously, position yourself directly opposite the client, far enough apart to comfortably rest their feet in your lap. Lay a clean towel across your lap to dry the client's feet throughout the treatment. To protect your clothing wear an apron. The following procedure is for a seated pedicure.
Pedicure procedure (Quick Guide)

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<td>15. Separate Toes</td>
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<td>16. Apply polish</td>
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1. Inspect
Check the feet and nails thoroughly for any contra-indications noted on the treatment plan, which may prohibit the manicure procedure or may require a modified manicure procedure. Advise the client to seek professional medical advice if appropriate. Note any areas which may require special attention.

2. Apply antibacterial products
Using a 70% alcohol wipe or cotton wool ball soaked in the recommended antiseptic, commence application.

Start with the right lower leg and using firm pressure, wipe from the knees down to the toes, making sure the entire lower leg is cleaned front and back. Follow the same procedure for the left leg using a separate alcohol swab or cotton wool ball. Alternatively feet can be soaked in antibacterial solution in a foot spa. Sanitizing gel can be used if no spa is available.
3. **Soak feet**

Once the client is comfortably seated, place both feet in the pedicure bowl or spa to soak. Leave feet to soak for five minutes. Remove the right foot from the bowl (while the left foot remains soaking) and pat it dry with the towel in your lap.

4. **Remove nail polish**

Roll a ball of cotton wool to remove any cotton fibres, soak it in polish remover and squeeze out the excess. Hold the cotton ball between the index and middle fingers, just above the first joint, and place firmly over the big toe of the right foot for about ten seconds. Wipe down towards the free edge and the nail plate should be clean. Any left over polish around the cuticle wall can be removed with an orangewood stick tipped with cotton wool and dipped in nail polish remover. The finger rotation (as outlined in Stepl) method can be applied with the toes, although it is not as necessary since smudging while you work is less likely.

5. **Nail file and shape**

The shape of the toenails is different to that of the fingernails. The toenail usually grows slightly past the end of the toe, although some clients prefer them longer. The shape of the free edge is straight across with the sides of the nail plate slightly curved. This helps prevent ingrowing nails. If the client's toenails are too long and need trimming, use either curved scissors or nail clippers. Use the nail clippers to trim from the two sides first and then across the middle of the free edge. This will ensure the nail plate and the hyponychium is not damaged. The hyponychium provides a seal between the nail plate and the nail bed and it is important that this remains intact. Dispose of the nail clippings immediately in a bin. (If the nails are too thick to cut at this stage, leave the cutting until the end of this pedicure treatment.)

Continue to work with the right foot, start shaping the nails. A coarser nail file may be needed to begin with, especially with the big toe. Hold the end of the nail file with the thumb and the index finger at a 45° angle and file straight across from left to right. Do not file back and forth. Apart from discomfort, it causes splitting of the nail layers.

Take the sharp edge off the sides by gently filing from the outside inwards, to give the nail a slight curve on the sides. Remember straight side wall alignment from manicuring techniques. Filing too deep into the corners may cause ingrowing nails. If a coarser file was used, use a finer file over the same area. This will bevel the free edge making it smooth. When filing the little toes, hold up the toe to be filed and gently push the others under. This will allow access for filing without hitting the other toes. A firm grip should be used to avoid ‘tickling’ the client with sensitive feet.

6. **Buff the nail plate**

This is not a normal practice in a pedicure, although some clients may have ridges or stains on the nail plate, especially the big toe. If this is the case, buffing may be required. The buffer is used in one direction only from the matrix to the free edge.
7. **Cuticle work**

Cuticle remover is applied to the right foot all around the cuticle wall with an orangewood stick tipped with cotton wool. Use the orangewood stick to loosen the cuticle and get under the free edge to remove any dirt. Hold the client's toes between the thumb and index finger and gently squeeze back the cuticle. Gently lift the cuticle from the nail plate using a circular motion. Lift along the left side of the cuticle wall up towards the matrix in a clockwise manner, then along the right side and gently around the cuticle wall, anticlockwise. Avoid any undue pressure on the matrix as this may result in dents, grooves and ridges.

Follow these movements with a cuticle tool. When performing cuticle work have a folded up tissue resting in the palm of the left hand to discreetly wipe away any excess remover or dirt from the implements. Mould back the cuticle with a tissue wiping carefully around the nail and under the free edge. Be gentle with this step as any damage to the eponychium on the feet can easily lead to infection. This is especially important for clients with impairment of circulation to the feet, for example, in diabetics. The use of cuticle nippers is no longer permitted due to health regulations.

8. **Removal of callus**

Use a callus smoother or pedi pad to work on the rough skin on the soles of the feet. The areas to concentrate on are the heels, the big toe and the balls of the feet. Some pedipads have a rough side and a smoother side. Use the rough side first to remove most of the excess dead cells and smooth over with the other side next. Try not to be too aggressive with this movement, as the area will get quite hot and uncomfortable for the client. A circular massage movement is preferred. Do not attempt to remove the entire callus as this will leave the area open to infection. You should attempt only to smooth and reduce the callused area.

9. **Exfoliate**

The products used for exfoliation of the feet and lower leg contain more active ingredients than those used in manicuring. Some systems have a number of exfoliants that are used together creating a cumulative effect. Use all products as per manufacturers' Instructions and work on one leg at a time. Soak.

Once this procedure has been completed on each foot return to the pedicure bowl or spa to remove any debris and products, soak and then dry each foot and lower leg thoroughly with the towel in your lap.

10. **Apply a mask/masque**

A mask similar to the manicure may be applied - refer to manufacturer's instructions for use. Masks are usually left on the foot for 10 minutes whilst being wrapped in a towel. After the
treatment time has elapsed, soak each foot and rinse off the mask, using a nail brush to gently clean the nails and surrounding tissue to remove all traces of the product. Dry each foot thoroughly on the towel in your lap and push the pedicure bowl aside.

11. **Massage**
Apply body massage cream, and massage the feet and the lower legs. Refer to Step 4 Performing a foot and leg massage procedure, for massage techniques.

12. **Clean the nails**
With a soft nail brush, clean the nails of both feet with warm soapy water. This will ensure the removal of any massage cream, cuticle remover or nail and cuticle fragments. Cover your index finger with a tissue and gently dry around each nail.

13. **Squeak**
Follow the same procedure as for manicure.

14. **Inspect**
Examine the nails for rough edges, frills or hang nails. If there are any patches, repairs or nail corrections necessary, do so at this stage.

15. **Separate toes**
This can be done with actual toe separators but as they come in only one size, it may not suit all clients. Some separators cannot be cleaned and disinfected, in this case you should give them to the client to take home. An alternative to this is to use tissues that have been folded lengthways in half, then in half again. Starting with the little toe, push part of the folded tissue between each toe until they are separated from each other. Work across to the big toe until each toe is separated from the others. Do this to both feet.

16. **Apply polish**
Assist client to select the nail polish and apply base coat, nail polish and topcoat as outlined in the manicure procedure.

**Learning activity B3.1**
Practice the pedicure techniques described in this step on your fellow students or colleagues. Practice on as many different people as you can, as nail shapes and skin types differ from person to person. Write down any comments or feedback received from your client as well as your supervisor or trainer after each procedure, and then make a note of what you could do to improve your performance.
Discuss your techniques and the progress you are making with your supervisor or trainer.

**Step 4: Perform a foot and leg massage (Theory & Practical)**

**Foot and leg massage procedure**

1. **Effleurage lower leg and foot**
   
   Take the weight off the client's leg with one hand cupped at the ankle and your elbow resting on your leg or knee to take the weight off you and begin effleurage movements with the other. The fingers lead the way with the entire palmar surface of the hand being used to effleurage the entire lower leg and foot. Gently glide over the top of the lower leg and around the back of the lower leg on return. When the first hand returns the other can begin the same movement. There should be no loss of contact and movements should flow smoothly. Remember that pressure should be towards the heart.

   **Repeat three times each side.**

2. **Effleurage inner and outer calf**
   
   Support the client's leg whilst the other hand is free to effleurage up the lower leg. Working back to the ankle with the thumb on top and the fingers supporting underneath, massage both sides of the lower leg at the same time in a circular motion. Upon returning to the ankle, the other hand begins the same movement.
Repeat three times each side.

3. Knead/petrissage tibialis anterior
With both hands at the same time, use an effleurage movement to start at the ankle and finish just below the knee with both thumbs resting on the outer side of the lower leg. Using outward circular movements with each thumb alternately, work from the top of the lower leg to the ankle. This is a kneading massage movement that works specifically on the tibialis anterior. Repeat three times.

4. Foot stroke
Rest the fingertips of both hands on the toes and link the thumbs together. Using a friction movement, beginning with the fingertips, glide over the top of the client's foot as though pulling the skin apart, around the ankle bone and back up to the top of the client's toes. Repeat movement four times.

5. Knead ankle and heel
Hold the client's heel in the fingers and using both thumbs at the same time, massage around the ankle bone with circular movements. Also concentrate on the drier areas of the heel. Support the foot in one hand whilst the other thumb massages the heel. Repeat twice.

6. Knead medial arch
Rest one hand on the top of the client's foot and place the other underneath the foot. Using circular thumb massage movements, work along the arch of the client's foot. Repeat this movement for at least thirty seconds.

7. Stretch achilles tendon.
Support the client's lower leg with one hand and gently stretch out the Achilles tendon, which runs from the back of the lower leg to the ankle. Before releasing the ankle, use the other hand to support the client's lower leg. When letting go of the ankle, the foot should flop forward if the client is relaxed. Repeat six times.

8. Thumb knead sole of foot.
Rest your fingers on the top of the client's toes and your thumbs should be positioned underneath the top of the foot. Using alternate, circular thumb massage movements, work from the top of the foot to the heel. Once at the heel, gently stretch upwards to the top of the foot and start the movement again. This is one of the most relaxing movements. Repeat six times.

Use fingertips to perform percussion or tapotement movements to gently tap over the entire foot and leg. This completes the massage.
10. Repeat the movement on the other foot.

**Learning activity B4.1**

Practice the massage techniques described in this step on your fellow students or colleagues and as many different people as you can. Write down any comments or feedback received from your client as well as your supervisor or trainer after each procedure, and then make a note of what you could do to improve your performance.

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Discuss your techniques and the progress you are making with your supervisor or trainer.

**Step 5 : Perform a hot oil manicure (Theory & Practice)**

Some clients may suffer from dry, rough hands with rough and broken cuticles. This condition is often brought about by hard manual labour or doing housework without using gloves.

**Learning activity B5.1**

Make a list of precautions a person can take to prevent nail and cuticle damage.

........................................................................................................................................................................

Discuss your suggestions with your supervisor or trainer.
Unfortunately, it is not possible to quickly fix this condition but it can be improved with a hot oil manicure. Homecare advice should be given and it is recommended that the client returns regularly for a manicure until a significant improvement is seen.

The normal manicure equipment is needed to perform the hot oil manicure plus an electrically heated oil container. The oil should never be heated directly as it can ignite. You can also use two bowls to complete this procedure. A larger bowl is filled with hot water whilst a smaller container (glass if possible), large enough to immerse the fingertips is filled with vegetable oil and sits inside the larger bowl. In this way the hot water heats up the oil. The bowls should have flat bottoms to reduce the likelihood of tipping over. Check the temperature of the oil to ensure that is comfortable for the client then immerse one whole hand leaving it for ten to fifteen minutes. Upon removal, dry thoroughly with tissues and then place the second hand in the warm oil.

The manicure procedure is as described earlier in this section in Step 1. Instead of soaking the fingers in nail soak, they are soaked in hot oil. When filing and shaping the nails especially if they are flaking, it is necessary to take them down to a short length until the flaking ceases. Hot oil treatment can be repeated weekly until the condition of the hands and nails improves enough for a normal manicure to be applied.

**Learning activity B5.2**

Practice warm oil service techniques described in this step on your fellow students or colleagues. Practice on as many different people as you can, as nail and skin conditions differ from person to person. Write down any comments or feedback received from your client as well as your supervisor or trainer after each procedure, and then make a note of what you could do to improve your performance.

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Discuss your techniques and the progress you are making with your supervisor or trainer.

**Step 6 : Perform a paraffin wax service**

This is a luxurious service that is usually an add-on to a basic manicure. Paraffin wax treatments function on the principle of heat penetration to produce a local increase in skin temperature. Natural perspiration is gently produced and the skin’s capacity to absorb oils and/or creams is increased due to the dilation of the superficial blood vessels. Respiration of the skin is improved, surface adhesions are freed so that the skin shows an immediate difference and a sustained reaction in the period following the treatment. Increased elasticity, smoothness and softness in texture and improved colour and tone become evident over a course of wax therapy treatments. The cleansing action of the paraffin wax removes surface cellular and bacterial build up, increases desquamation and controls the pH balance. Surface horny cells are released and regeneration from the dermal layers produces a younger-looking, fine skin texture.

**Learning activity B6.1**

Paraffin wax is a specialised treatment which has many benefits. What type skin types or conditions that may benefit from this treatment? Some clients should avoid using paraffin treatments because of certain conditions. List these conditions.

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<thead>
<tr>
<th>Which types of skin and nails benefit from paraffin treatments?</th>
<th>Which conditions make paraffin treatments inadvisable?</th>
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Refer to the *Suggested answers* section at the end.

**Paraffin procedure equipment requirements**

The equipment and products required to perform a paraffin procedure are:
● two large sheets of foil or plastic wrap to enclose the limbs
● two medium sized towels
● nourishing cream
● a large brush for application.

Paraffin wax may be applied by painting the area with a large brush or dipping the limb into the wax bath. Both methods involve pre-heating the wax to 49°C, protecting the work area and ensuring the necessary supplies are ready for use. Check your State and Territory Health guidelines to determine if you are allowed to dip the client's hands into the wax bath.

**Paraffin wax procedure**

The working position should permit safe and efficient wax application, while maintaining client comfort. Paraffin wax procedures are usually completed as part of a manicure and pedicure service. Complete the usual routine up to the cuticle work.

1. Protect client's clothes with a paper or cloth towel.
2. Cover the limbs in a thin film of nourishing cream.
3. Dip the limb into the warm wax or apply with a brush ensuring an even application.
4. An alternative method of paraffin application is to pour a small amount of the heated wax into a glove or plastic bag and gently slide the limb into it whilst spreading the wax to cover.
5. The limb is then wrapped in a layer of foil or plastic wrap and then towels cover the limbs to hold in the heat.
6. After the second limb is treated in the same manner, the client should be allowed a few minutes rest to permit maximum heat buildup to produce a satisfactory circulation improvement.
7. After the recommended time the first coated limb is unwrapped and the wax is removed. The limb is then massaged.
8. The second limb is then unwrapped, wax is removed and the limb is massaged. Removal is easy due to the nourishing cream application. The wax peels off in one piece if it has been evenly applied. The limb will be relaxed and warm with increased circulation, improved skin colour and appearance.
9. As the tissues are in a relaxed condition at this stage, a full ten minute massage is desirable to release dead skin, ease stiffness and tension in the joints and muscles and reinforce the improvement in appearance.
10. The manicure or pedicure is now completed in the normal way.
Learning activity B6.2

Practice paraffin wax techniques described in this step on your fellow students or colleagues. Practice on as many different people as you can, as nail and skin conditions differ from person to person. Write down any comments or feedback received from your client as well as your supervisor or trainer after each procedure, and then make a note of what you could do to improve your performance.

<table>
<thead>
<tr>
<th>Client:</th>
<th>Supervisor feedback:</th>
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<tr>
<td>Date:</td>
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<tr>
<td>Procedure:</td>
<td>How I could improve this procedure</td>
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<td>Client Feedback:</td>
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</table>

Discuss your techniques and the progress you are making with your supervisor or trainer.

Step 7 : Perform a French manicure

French polish is a popular alternative to coloured polish for people who require a more 'natural' look, as it gives the nail plate a healthy, natural appearance and the free edge is whitened. The choice of a polish colour for the nail bed is dependent on the natural colour of the client's nail bed. When working on a darker skinned client, the nail beds are quite pink so it is not necessary to use the pink polish. Clear polish is a better choice. If the client's nail bed is naturally pale, then a pale pink polish is more suitable.

Within the French polish kit there may be some white tip sticker guides. These can be applied after the base coat has dried to help give you a guideline to paint the white tip. If these are not available, the white tip must be painted freehand. The French manicure is the same procedure as the manicure procedure described earlier in this section. The only difference is the painting of the polish.
Complete the manicure up to and including the application of base coat.

1. Using the white colour first, apply a stroke from the left side of the free edge to the centre of the free edge on an angle going downwards.

2. Make a similar stroke from the right side of the free edge to the centre of the free edge on an angle going downwards so that the first two strokes make 'V' shape.

3. With the third stroke, use the white polish to go across the free edge to make a more rounded look. Neaten up the "smile line" or curved edge of the white if needed with a small brush dipped in dehydrator or nail polish remover.

4. The French manicure always looks best on a client that has some free edge to work with. If you want to make the free edge look longer than it actually is this is possible by just taking the white polish up higher. Try not to take it up too far as it will look false.

5. Once the white polish has been applied to the fingernails on both hands, apply the pink polish. This polish in applied to the entire nail plate. Two coats of this polish are necessary. If the pink polish is chosen and there is concern that the tip will look pink instead of white, use one coat of the pink and two topcoats instead.

6. On the completion of the pink polish apply the topcoat. It is a good idea to apply the topcoat under the free edge for extra strength. Allow time for the polish to set before the client leaves.

Learning activity B7.1

Practice French manicure techniques described in this step on your fellow students or colleagues. Practice on as many different people as you can, as nail and shapes and toning’s differ from person to person. Write down any comments or feedback received from your client as well as your supervisor or trainer after each procedure, and then make a note of what you could do to improve your performance.
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</table>

Discuss your techniques and the progress you are making with your supervisor or trainer.

**Your check list:**
To review the section complete the following checklist. You can also ask another student or client to provide feedback - get them to use the third party column.

**TASK:**

<table>
<thead>
<tr>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, I need more practice</th>
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</thead>
<tbody>
<tr>
<td>I can do a basic manicure service in 30 minutes</td>
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<tr>
<td>I can do a basic pedicure service in 45 minutes</td>
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<tr>
<td>I can do a hot oil manicure service</td>
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<tr>
<td>I can do a paraffin wax service</td>
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<td></td>
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<tr>
<td>I can do a French manicure</td>
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<tr>
<td>I can apply relevant health regulations while I am doing the above services</td>
<td></td>
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<tr>
<td>I can discuss with the client the benefits of the above services</td>
<td></td>
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</tbody>
</table>

"For three days after death, hair and fingernails continue to grow but phone calls taper off"  
Johnny Carson (1925-2005)
Section C: Provide aftercare advice

Judge the appearance of your hands and nails.

What can be improved?

How would you do this? Your hands and nails are advertisements for the services and products you sell.

Step 1: Obtain and respond to feedback

You must always aim to make sure the client is satisfied with the service they have received. To help achieve this you need to give clear explanations before providing a service and then during the service. Whilst doing this you should obtain feedback from the client to ensure she understands and agrees to the service and procedure. Ways of obtaining feedback may include:

- showing samples of finished products for the client to choose from
- discussing the prices of the services and maintenance services
- discussing the suitability of products and services for the particular client needs and making recommendations
- explaining each step in the procedure to the client and warning them about precautions to take
- making clients aware of homecare requirements.

Obtaining the client’s feedback after the service has been completed is very important for your professionalism. If the client is satisfied you may encourage them to make another booking as well as advise them on homecare and suitable products.

Sometimes a client’s body language may indicate that she is not entirely satisfied even though she says everything is okay. You need to probe a little more to get the client to express any concerns she may have and aim to reassure her. When complaints about the service are made you must decide how to respond. Minor problems, which can be quickly and inexpensively fixed may be dealt with and corrected at once.

More serious problems may need to be dealt with by a manager or supervisor. Businesses often have policies about dealing with complaints and payments for work which a client requests to be redone. Sometimes clients are unreasonable and demanding, but you must try to maintain a calm and professional manner as you communicate with the client and try to resolve the
problem. By seeking feedback throughout the time you are providing the service, as well as taking care to choose an appropriate service with the client’s agreement, you can minimize disappointment and complaints with the finished gel nail enhancement service.

**Step 2 : Provide aftercare advice to clients**

As the manicure/pedicure service proceeds, you will become fully aware of the condition of the client's hands or feet. The lifestyle factors including a client's profession or hobbies may contribute to the condition of a client's hands or feet and are often revealed through conversation while you work. For example, a landscaper or a cleaner may find that their hands are damaged due to heavy manual work.

It is part of your job to advise the client on how to take appropriate steps to minimize or avoid damage to their hands and feet and improve their health and appearance. This includes

- wearing suitable gloves when dealing with chemicals or gardening
- wearing plain cotton gloves under rubber gloves to avoid skin rashes and irritations
- using moisturizer more frequently
- filing more regularly
- working out a treatment plan that suits the client. For example, if a client has extremely dry hands and cuticles, regular treatments such as hot oil or paraffin wax manicures will be required until the condition of the hands is improved.

You need to ask the client for details of their homecare routine. Nail hardeners, hand and body moisturizers, nail files, cuticle oils, nail polishes and exfoliants are all products that you can recommend to the client to purchase. A client record card will help accurately record the client's on-going needs. After each service record any relevant details about the client's response. Always update the client record card as people change occupations or may develop some allergies to certain products.

Before the client leaves, offer them a treatment plan. Encourage the client to make another appointment for further treatment before leaving. If there is a space on the client record card for any other comments, personal characteristics can be recorded such as their favourite nail polish, how hot they like the water for soaking and whether they like to be seated or lying down. You can also record any products purchased by the client.

Read the card before the client's appointment so that you are aware of their treatment and the products purchased. This can act as a prompt for questions on improvements in their condition before beginning the next treatment. In this way you can be more fully prepared for the visit and provide the client with the assurance that they are receiving a personalized and professional service.
Learning activity C2.1

Read the case studies below and answer the following questions.

Mrs Jones recently received a pedicure from you and has returned for another. During her treatment, she mentions that she enjoyed her previous pedicure but found that her cuticles were still quite dry, not pushed back far enough and there was still a buildup of hard skin on the soles of her feet.

From the client's feedback, how would you approach this situation?

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…………………………………………………………………………………………………………

Susan is in her 30s and is a housewife with 3 children aged 2, 4, and 7 years. She is constantly cleaning up after her children and has very little time left to spend on herself. Due to Susan's commitments, she cannot make it to the salon for regular manicures and probably has six professional treatments a year. She has long thin fingers with very long chipped nails.

What length and shape would be suitable for Susan?

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

What could you recommend she does in between visits to care for her nails?

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…………………………………………………………………………………………………………

What retail products, if any, will help maintain her nails?

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…………………………………………………………………………………………………………

Alistair is a landscape gardener who suffers from extremely dry, sun-damaged skin. Not only are his hands dry and rough but his cuticles are dry and damaged.

What extra care could be taken to improve the condition of Alistair's hands and nails?

…………………………………………………………………………………………………………
…………………………………………………………………………………………………………

What treatment plan could you offer to Alistair?

…………………………………………………………………………………………………………
Discuss the appropriateness of your recommendations with your supervisor or trainer and ask if they can suggest any additions.

Your check list:
To review the section complete the following checklist. You can also ask another student or client to provide feedback - get them to use the third party column.

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<thead>
<tr>
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<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, I need more practice</th>
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<tbody>
<tr>
<td>I know the aftercare routine at my workplace or college</td>
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<tr>
<td>I know what aftercare advice to provide to a client who has had a manicure service</td>
<td></td>
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</tr>
<tr>
<td>I know what aftercare advice to provide to a client who has had a pedicure service</td>
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<tr>
<td>I can convincingly talk about the benefits of home care products</td>
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<tr>
<td>I know how to rebook a client</td>
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</table>

Nails grow fastest during pregnancy and in summer. Men’s nails grow faster than women’s.

Suggested Answers

Learning activity A2.1
Think about your experience as a client in the personal service industry - at the hairdresser or beauty therapist. List some of the behaviours of an operator that may have made the experience unpleasant for you. For example:

- being disorganized and leaving the treatment area frequently for supplies
- not making sure the client is comfortable
- having offensive body odour, foul breath or tobacco odour
• harming or scratching their skin
• breathing onto the client’s face
• not showing interest in the treatment given to the client
• being careless
• using heavy, rough or cold hands
• gossiping and being unprofessional and not observing confidentiality
• being untidily dressed
• talking too much and not letting the client relax
• rushing a treatment and not making the client feel that they are important
• talking to other employees whilst doing the service

Learning activity A4.1

<table>
<thead>
<tr>
<th>Nail disorder/ diseases</th>
<th>Description/cause</th>
<th>Can I proceed with the service?</th>
<th>Actions or Precautions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrugations or furrows</td>
<td>Ridged lines running from the base to the tip of the nail. Single furrows are caused by injury to the matrix. Multiple furrows - by psoriasis, arthritis or general illness</td>
<td>Yes</td>
<td>Gentle manicure or pedicure and referral to a medical practitioner.</td>
</tr>
<tr>
<td>Beau's lines</td>
<td>Single horizontal ridge caused by illness, such as a heart attack, measles, etc.</td>
<td>Yes</td>
<td>Mild cases treat with gentle buffing and refer more severe cases to medical practitioners.</td>
</tr>
<tr>
<td>Blisters</td>
<td>Caused by friction and appear as fluid filled pockets between layers of skin</td>
<td>Yes</td>
<td>Gentle pedicure. Do not break skin. Remember broken skin is an infection pathway.</td>
</tr>
<tr>
<td>Bruised nail</td>
<td>Dark, congealed spots of blood between nail plate and bed.</td>
<td>Yes</td>
<td>Leave out toe or finger concerned but can do rest of service. Gentle manicure. May need to refer to a medical practitioner.</td>
</tr>
<tr>
<td>Nail disorder/diseases</td>
<td>Description/cause</td>
<td>Can I proceed with the service?</td>
<td>Actions or Precautions</td>
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<tr>
<td>Bunion</td>
<td>A projection of the medical metatarsal and phalanges of the big toe causing the big toe to turn towards the others. This is caused by joint weakness and ill fitting shoes.</td>
<td>Yes</td>
<td>Normal pedicure, no rasping and gentle massage.</td>
</tr>
<tr>
<td>Calluses</td>
<td>Build up of hard skin on the heels and ball of the foot. More advanced cases can result in fissures.</td>
<td>Yes</td>
<td>Regular pedicure with use of rasp on callus. Exfoliate and moisturize the area. Do not attempt to remove all of the callus.</td>
</tr>
<tr>
<td>Chilblains</td>
<td>An itchy, sore, tingly, red sore area resulting in broken skin caused by prolonged exposure to cold and poor circulation.</td>
<td>Yes</td>
<td>Area may be susceptible to infections so should be covered. Gentle massage in area may improve circulation.</td>
</tr>
<tr>
<td>Corns</td>
<td>A hard callused area on a point of pressure e.g. little toes. This is caused by tight shoes and pressure of friction.</td>
<td>Yes</td>
<td>Regular pedicure with exfoliation and moisturiser on effected areas. Corns can be painful.</td>
</tr>
<tr>
<td>Discoloured nails or stained nails</td>
<td>Nail can turn a variety of colours including yellow, blue, green, red and purple. The condition may be caused by circulatory or heart conditions, medications, smoking or may also indicate systemic disorders or environmental factors.</td>
<td>Yes Note if colour due to an infection then service cannot proceed.</td>
<td>Application of coloured polish can hide this condition. Make sure that you use a base coat under the coloured polish. Advise client to see a medical practitioner to ascertain cause.</td>
</tr>
<tr>
<td>Nail disorder/diseases</td>
<td>Description/cause</td>
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<tr>
<td>Eczema of the nail</td>
<td>Can affect the cuticle and nail plate and bed, causing pitting and nail lifting.</td>
<td>No</td>
<td>Do not manicure or pedicure. Refer to medical practitioner.</td>
</tr>
<tr>
<td>Eggshell nail</td>
<td>Nail plate is thin and abnormally flexible. It curves up at the free edge and the nail plate can separate from the nail bed. This is caused by chronic illness of systematic or nervous origin.</td>
<td>Yes</td>
<td>Gentle manicure may help but refer to medical practitioner.</td>
</tr>
<tr>
<td>Habit Tic</td>
<td>Often a nervous habit. Can result in nail ridges, distressed cuticles and malformed nail.</td>
<td>Yes</td>
<td>Regular, frequent manicure. The client should be aware that their constant picking of the nail is the cause.</td>
</tr>
<tr>
<td>Hammer Toes</td>
<td>Pressure from shoes</td>
<td>Yes</td>
<td>A common deformity. Small bones in toes become 'hooked'.</td>
</tr>
<tr>
<td>Hang nails</td>
<td>Usually caused by minor injury or constant irritation through biting. The cuticle splits and appears as a small spike or hard nail growing alongside the nail plate. Dry cuticles or careless cutting away of cuticles can also cause this condition. Hot oil manicures will help. The spike can be clipped so it does not become infected.</td>
<td>Yes</td>
<td>Gentle manicure with emphasis on cuticle work. Give homecare routine.</td>
</tr>
<tr>
<td>Heel fissures</td>
<td>Dry skin builds up and forms callouses. Deep cracks sometime appear in these and can become infected.</td>
<td>Yes</td>
<td>Serious problems need to be referred to a medical practitioner. Pedicures must not be performed on infected fissures. Daily use of moisturisers may help.</td>
</tr>
<tr>
<td>Nail disorder/disease</td>
<td>Description/cause</td>
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<tr>
<td>Koilonychia (spoon nail)</td>
<td>Flat or spoon shaped nail often thin and soft and is caused by iron deficiency (anaemia), excessive exposure to harsh chemicals or a congenital condition.</td>
<td>Yes</td>
<td>Gentle manicure.</td>
</tr>
<tr>
<td>Leuconychia</td>
<td>Small white spots on the nail plate are caused by minor trauma to the nail plate, allowing air to become trapped between the nail plate and nail bed. It can also be caused by picking off nail polish or lack of Vitamin A or B12.</td>
<td>Yes</td>
<td>The white area grows out so there is no special treatment required. Conduct manicure and pedicure service as usual nail polish will disguise the problem.</td>
</tr>
<tr>
<td>Onychatrophia</td>
<td>The wasting away of the nail, causing it to lose its lustre and become smaller. Thenail can also shed completely. This condition is mainly caused by injury or disease.</td>
<td>Yes</td>
<td>Manicure gently, if the condition is not severe.</td>
</tr>
<tr>
<td>Onychauxis</td>
<td>An overgrowth of the nail, in thickness rather than in length. Usually caused by an internal disturbance, such as a local infection.</td>
<td>No</td>
<td>Do not manicure or pedicure - infection may be contagious</td>
</tr>
<tr>
<td>Onychia</td>
<td>Inflammation of the nail matrix, accompanied by pus formation.</td>
<td>No</td>
<td>Do not manicure or pedicure - infection may be contagious</td>
</tr>
<tr>
<td>Onychocryptosis</td>
<td>Also known as ingrown nails. May affect either the fingers or toes. The nail grows into the sides of the flesh and may cause infection. Filing the nails too much in the corners and failing to correct hang nails can caused the condition as well.</td>
<td>No, if infection is present.</td>
<td>Do not manicure or pedicure if infection is present. Refer to medical practitioner. Need to be cut straight across the top.</td>
</tr>
<tr>
<td>Onycholysis</td>
<td>Loosening of the nail without shedding. Frequently associated with an internal disorder.</td>
<td>Yes</td>
<td>If possible cut the nail short to expose the nail bed to air and refer to a medical practitioner.</td>
</tr>
<tr>
<td>Nail disorder/diseases</td>
<td>Description/cause</td>
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<tr>
<td>Onychomycosis (tinea unguium)</td>
<td>An infectious fungal disease mainly seen as white spots that can be scraped off the surface, or long yellowish streaks within the nail substance. The disease attacks the free edge and moves its way to the root. The infected portion is thick and discoloured.</td>
<td>No</td>
<td>Contagious - seek medical advice.</td>
</tr>
<tr>
<td>Onychophagy</td>
<td>Through nervous habit, free edge is bitten away with surrounding skin also traumatised, which becomes thickened and inflamed.</td>
<td>Yes</td>
<td>Regular manicures or nail enhancements can help improve appearance as well as encourage new growth.</td>
</tr>
<tr>
<td>Onychoposis</td>
<td>Refers to the growth of the horny epithelium in the nail bed.</td>
<td>Yes</td>
<td>Gentle manicure.</td>
</tr>
<tr>
<td>Onychotroposis</td>
<td>Periodic shedding of one or more nails, either in whole or parts. This condition may follow certain diseases such as syphilis.</td>
<td>Yes, but do not work on the area affected</td>
<td>Do not work on the area - refer the client to their medical practitioner.</td>
</tr>
<tr>
<td>Onychorrhexis</td>
<td>Dry, split or brittle nails. Can be split down to the lunula. Caused by injury to the finger or exposure to harsh chemicals.</td>
<td>Yes</td>
<td>Hot oil manicures will improve the condition. Any product that will help restore the natural oils and pH of the nail. Avoid overfiling and exposure to chemicals. Refer to medical practitioner as it may be evidence of an underlying internal imbalance.</td>
</tr>
<tr>
<td>Nail disorder/diseases</td>
<td>Description/cause</td>
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</tr>
<tr>
<td>Papilloma</td>
<td>Small clusters of warts with black/brown centres caused by haemorrhages.</td>
<td>No</td>
<td>Do not manicure or pedicure, the condition is contagious.</td>
</tr>
<tr>
<td>Paronychia (Bacterial infection of the skin surrounding the nail)</td>
<td>An infectious and inflammatory condition of nail folds. Infection can be fungal or bacterial. If the bacteria produces a spreading infection this can very quickly become serious.</td>
<td>No</td>
<td>Do not work on the area - refer the client to their medical practitioner.</td>
</tr>
<tr>
<td>Pitting</td>
<td>Usually an indication of an underlying problem (eg psoriasis or dermatitis).</td>
<td>Yes</td>
<td>If the pits are severe, medical attention is required.</td>
</tr>
<tr>
<td>Psoriasis</td>
<td>A skin disease which can affect the nail. It appears as silvery scales that build up to form a plaque which, when removed, leave a raw, red patch of skin. Plaques which form around the nail plate can cause pitting. Those which form beneath the nail plate can cause lifting.</td>
<td>Yes</td>
<td>Do not work on the area - refer the client to their medical practitioner.</td>
</tr>
<tr>
<td>Pterygium</td>
<td>Abnormal adherence of the skin to the nail plate and is usually caused through injury. <strong>Inverse</strong> - seen underneath the free edge of the nail plate. Attached skin is stretched and dragged along during growth. Mostly due to overexposure of chemicals especially formaldehyde or wiping the extension edge with monomer. <strong>Dorsal</strong> - forming on the top of the nail. Sometimes hereditary but usually due to severe trauma, lichen planus or blood circulation disorders.</td>
<td>Yes</td>
<td>Regular manicures to gently condition excess cuticle growth and daily use of recommended products. <strong>Inverse</strong> - can be safely enhanced if care is taken. Do not cut or file the affected area. <strong>Dorsal</strong> - It is not recommended to enhance this nail.</td>
</tr>
<tr>
<td>Nail disorder/diseases</td>
<td>Description/cause</td>
<td>Can I proceed with the service?</td>
<td>Actions or Precautions</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Ridges</td>
<td>Multiple horizontal or shallow deep ridges due to illness or injury, excessive dieting, acrylic nails, pregnancy, etc.</td>
<td>Yes</td>
<td>Refer to medical practitioner</td>
</tr>
<tr>
<td>Splinter Haemorrhages</td>
<td>Nail with tiny spots of blood seen through the nail plate running lengthways, usually caused by injury.</td>
<td>Yes</td>
<td>Provide gentle manicure/pedicure. If a client is consistent in presenting this condition and has an number of splinter haemorrhages suggest they see a medical practitioner as this may be evidence of an underlying internal imbalance.</td>
</tr>
<tr>
<td>Tinea pedis (athlete’s foot)</td>
<td>In acute conditions, small blisters form and spread over the sole of the foot and between the toes. Where they rupture, the skin becomes red and oozes. Can be caught from bathroom floors.</td>
<td>No</td>
<td>Contagious, seek medical advice.</td>
</tr>
<tr>
<td>Verruca vulgaris (Common warts)</td>
<td>A vital infection which causes raised lumps of horny tissue in areas of pressure (for example, the feet) Verruca plantaris are very contagious</td>
<td>No</td>
<td>Do not manicure or pedicure, the condition is contagious.</td>
</tr>
</tbody>
</table>

**Learning activity A5.2**

What are some of the precautions you should take when handling and using chemical products to protect the operator and the client:

- Wear gloves when decanting or mixing products because they should not come into contact with the skin of the client or operator.
- Label all solutions decanted from bulk containers, and date them with the day of decanting and a use-by date if applicable.
• Do not eat, drink or smoke in areas where chemicals are stored or used, because food and drink may absorb emitted vapours that can be flammable.

• After handling chemicals, wash hands before consuming food or drink, because chemical residues on the hands will contaminate food and will be ingested.

• Label all chemical containers, secure their lids and store them in a cool area away from gas appliances.

• Remember that cotton wool and similar articles soaked with chemicals will be present in waste, so fumes will be dispersed into the room if not adequately contained. Remove waste regularly from the immediate client area to a larger, covered bin.

Learning activity A5.4

Learning activity B6.1

<table>
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<th>Which types of skin and nails benefit from paraffin treatments?</th>
<th>Which conditions make paraffin treatments inadvisable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clients with dry and dehydrated skins</td>
<td>Clients with extremely vascular skins which are prone to reactions and irritations.</td>
</tr>
<tr>
<td>Clients with finely lined skins and unevenly textured skins</td>
<td>Clients with impaired circulation and swollen veins</td>
</tr>
</tbody>
</table>
Clients with loss of sensation in the area

The older client may be more sensitive to heat because of medications or thinning skin. If unsure patch test first to see if temperature can be tolerated.
Unit - III

Apply Nail Art
Unit - III : Apply Nail Art

Unit Descriptor
This unit describes the performance outcomes skill and knowledge required to apply the principles of Nail Art.

Application of the Unit
This unit to apply the beauty therapists and nail technicians to design and develop the skills and knowledge required to perform a range of nail art sciences.

Elements and Performance Criteria
1. Prepare client for Nail art services
   1.1 Prepare service area, client and self for Nail art services according to work place policies and procedures.
   1.2 Apart from manicure and pedicure set up, you need to identify and evaluate clients hands and feet to provide advice and recommend a treatment plan.
   1.3 Identify the nail conditions on client’s hand or feet for nail art services.
   1.4 Identify and explain contraindications and refer client to an appropriate professional for nail art.
   1.5 Select tools, materials, nail cosmetics and design supplies for nail art.

2. Perform Nail Art Services
   2.1 Select nail art products and design supplies, according to the personal preferences or client’s requirement and work place policies.
   2.2 Identify client characteristics according to the agreed treatment plan.
   2.3 Identify the requirement of nail art by the client.
   2.4 Identify the benefits of nail art choosing the design according to the requirement of client.
   2.5 Creating design samples, according to treatment plan and manufacturer’s instructions.
   2.6 Promote nail art services to meet the need of the client to provide nail design by knowledge of products.
   2.7 Use of various tools and cosmetics to create nail designs.
   2.8 Knowledge of colour theory according to the colour wheel and creating various design in the nail polish and various cosmetics to create design.
2.9 Knowledge of nail tape application. Bullion beads, pierced nail Charm, confetti decoration, foil art.

2.10 Safely dispose of treatment waste to minimise negative environmental impact and clean and disinfect or dispose of equipment according to relevant workplace policies and procedures.

3. Review treatment and provide after treatment and after care advice
   3.1 Seek client feedback and record relevant outcomes of treatment.
   3.2 Provide after care advice to maintain nail charm
   3.3 Suggest future treatment programme and home care according to client requirements,
   3.4 Provide after care advice to a client to maintain her nail art.
   3.5 Rebook client according to agreed treatment plan.

Required Skills & Knowledge

Required Skills
The following skills must be assessed as part of this unit.

1. Technical skills to
   1.1 analyse client’s nails and skin and design a treatment plan.
   1.2 Respond to contraindications and adverse effects
   1.3 Apply a range of nail art tools, material cosmetics and design supplies

2. Communication skills to discuss nail art and desired service outcome with the client

3. Self-management skills to:
   3.1 clean and maintain service area according to work place, policies and procedures designed to minimize negative environmental impact.
   3.2 Dispose of waste material in a manner that minimises negative environmental impact
   3.3 Literacy skills to read and apply product information and safety data sheet, and complete a treatment plan.

Required Knowledge

- Creative part of nail art by using paint, beads, gemstone, foil tape, etc.
- Infection control procedures and universal precautions
- Workplace policies and procedures in regard to nail art services
- Effect of changes created by bullion beads, decals, foil art, or feathers.
● Workplace product range in nail art
● Care and cleaning requirement for nail design, implements and tools
● Correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substance.

Range Statement
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may effect performance.

Client may include:
● New or regular clients with routine or special needs female clients
● People from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities

Nail art services must include-
● Prepare the nails by sanitising the nails beads
● Apply a base coat and let dry
● Apply second coat
● Place the rhinestones
● Apply clear polish to the end of an orange wood stick
● Provide after care advice

Nail art service may include:
● Nail tape application
● Bullion/beads application
● Pierced nail charm
● Confetti decoration
● Foil art

Work place policies and procedures may include:
● Health and hygiene
● Work place products range and manufacturer instructions
● Environmental protection, practices, such as:-
  ➢ Waste minimisation
  ➢ Recycling
  ➢ Reuse
  ➢ Energy efficiency eg. Electricity saving devices and practices
Waste disposal
Resource management
Water efficiency

Nail art products
- Acrylic powder and liquid
- Emulsion glue
- Nail art paints

Nail art tools
- Handrill
- Nail art brushes
- Paint palette
- Polish characterising stick
- Reusable foam
- Small scissors
- Nipper
- Tweezer

Nail art cosmetic
- Bullion beads
- Confetti
- Crushed shells
- Decals
- Fabric shapes
- Feathers
- Foil
- Mylar flakes
- Rhinestone
- Pearl stones
- Tinsel and glitters
- Pierced nail charms
- Stripping tape
- 3-D nail art

Home care advice
- Maintenance requirement
- Protective advice
# Contents

## Apply Nail Art

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**Suggested Answers** .................................................................................................. 180
What is nail art?

Nail art is an exciting and creative part of a nail technician's job. It turns client's nails into small canvasses on which you can create designs and paint pictures using gems, foils, rhinestones, tape or whatever the client will wear.
Section A: Prepare for the nail art service (Theory & Practical)

While you are doing this you need to apply the State and local health and safety regulations and your workplace policies and procedures. It is important that you are aware of these regulations and procedures and apply them so that you do not put your client's or your own health and safety at risk.

Recall the nail art that you have seen.
What did you like about it?
What would you like to change?
When a client has nail art what do you think is important to them?

Step 1: Prepare the service area

Prepare the service area in the same way that you prepare for a basic Manicure and Pedicure Service. Use the information in Manicure and Pedicure Services, Section A, Step 1. In addition to the standard Manicure and Pedicure set up you will need to add the following for a nail art service.

Additional tools you will need:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand drill for mail charm</td>
<td>a hand drill should be supplied by the company that supplies the charms, as it is used to drill the correct size hole through the free edge of the nail for the pierced charm to go through. The other end of the drill is a wrench hole, used to screw on and tighten the bolt on the underneath of the nail.</td>
</tr>
<tr>
<td>Nair art brushes</td>
<td>small paintbrushes, available from art supply stores, used to paint designs on nails. Several sizes should be kept at all times. A long, bristled, thin drag brush can be used to draw thin stripes. A small, shorthaired brush or a dotting tool is best for dots and detail work. Small or medium sized brushes are used for painting backgrounds.</td>
</tr>
<tr>
<td>Paint palette</td>
<td>used to mix acrylic paints for freehand painting.</td>
</tr>
<tr>
<td>Polish correcting stick</td>
<td>pen-style implement with nail polish remover on the tip. This 'pen' can be used to remove nail polish from around the cuticle or anywhere on the finger that should not have polish.</td>
</tr>
</tbody>
</table>
### Materials

In addition to the Manicure and Pedicure materials you will need the following for nail art:

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reusable nail form</td>
<td>made of aluminium, Teflon or plastic and has no adhesive backing. A reusable nail form is used to sculpt 3D designs. The design can be painted and then removed from the nail form and glued on to the nail.</td>
</tr>
<tr>
<td>Small scissors or nippers</td>
<td>used to trim the self-adhesive nail tape before and after being applied to the nail.</td>
</tr>
<tr>
<td>Tweezers</td>
<td>used when applying a gold nail or working with nail cosmetics such as feathers or lace.</td>
</tr>
</tbody>
</table>

### Nail Cosmetics and Design Supplies (Theory)

You will use these to create the actual design on the client's nails. Don't limit yourself to what is listed here; your imagination and skill are your only limits. Nail technicians should look around in nail suppliers, art shops and craft stores for ideas. Also attend any nail shows and beauty expos you can in order to keep up with new trends.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullion beads</td>
<td>tiny glass beads that are coated in different colours. They are applied to the nail by using clear nail polish and can be used one by one or in clusters. They also make effective additions to other nail art designs.</td>
</tr>
<tr>
<td>Confetti</td>
<td>small strips of foil that is available in many colours. It can be used to create a nail design or can be combined with other materials</td>
</tr>
<tr>
<td>Crushed shell</td>
<td>Gives a luminous finish and can be set into gel or acrylics.</td>
</tr>
<tr>
<td>Decals</td>
<td>Stickers designed to go on the nail. They come in endless designs such as hearts, cats, stars, lips and butterflies</td>
</tr>
<tr>
<td>Fabric shapes</td>
<td>Dazzling fabric shapes in various designs like bow, heart and star. Flat bottom fabric shapes can be secured to nails with clear nail coating</td>
</tr>
</tbody>
</table>
Feathers

are used like decals and can be combined with other art supplies.

Foil

very fragile leafing that is available in gold, silver and copper. It comes in sheets that are packaged approximately ten to a bag. The sheets should be left in the bag to prevent cracking. Foil is used to accentuate parts of the nail. For example, if half the nail is painted red and the other half in black, the foil may be used to accentuate the black portion.

Foil art

thin pieces of foil on plastic backing are adhered to the nail with special emulsion glue. The plastic is pulled away after being pressed onto the dry glue and the foil is left on the nail.

Mylar flakes

Brilliant glitter shapes with many reflective surfaces.

Rhinestones and Pearl stones

tiny gems such as rhinestones are popular and come in different shapes, sizes and colours. These give sparkle to a design and add texture. Some are holographic.

Tinsel and glitter

these tiny sparkles come in small packs or little bottles. The bottles are easier to work with, as the glitter can be squeezed onto the nail into a specific spot. Glitter is available in many colour and can be used for creating a design or enhancing one.

Pierced nail charm

small charms are made for decorating the nail. They are applied by drilling a hole in the nail with a hand drill and bolting the charm on with a tiny wrench that is at the other end of the drill.

Striping Tape

comes in rolls of different colours, although silver, gold and black tend to be the most popular. The tape has a tacky backing and is applied to a dry polished nail.

3D nail art

is created by sculpting acrylic to create a raised design on the nail. The design can then be painted with polish and glued to the nail. There is 3D nail art available that is already prepared.

**Learning activity A1.1**

Develop a checklist to identify the features of a well set up service area suitable for conducting nail art services.

- ................................................................................................................................................
- ................................................................................................................................................
- ................................................................................................................................................
- ................................................................................................................................................
Discuss your the checklist with your supervisor or trainer to ensure that you have covered all the necessary features.

**Learning activity A1.2**

When performing a nail art service you need implements, materials, nail cosmetics and nail design supplies. List four of each of these supplies.

**Implements**

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

**Materials**

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

**Nail Cosmetics**

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

**Nail design supplies**

………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

Refer to the *Suggested answers* section at the end.
Learning activity A1.3

Think about why it is important to have materials and equipment ready for a nail art service and list your reasons.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Refer to the *Suggested answers* section at the end.

**Step 2: Prepare the client for service**

**Identifying client characteristics**

Now that the client has been made comfortable at the nail table, it is time to find out some important information.

The secret behind nail art is introducing the right design to the right client, at the right time. A person's individuality can be expressed through the choice of nail art, but what pleases some people will not please others. A nail technician needs to identify a client's expectations and characteristics in order to make a suitable recommendation. There are a number of characteristics that need to be taken into consideration including the following:

- **Personal preference** - will influence the nature of the design and whether all ten nails are painted or perhaps just one on each hand. The preferred design may be as simple as a single coat of colour or as elaborate as a combination of colours, gems and feathers.

- **Length and shape of the nail** - must be taken into consideration so that you can select and recommend a design to best suit the nail. For example, a design that is horizontal on the nail will cause a short nail to look shorter, whereas a design that is vertical will enhance the length. Consideration also needs to be given to the size and shape of the hands and fingers.

- **Personal style of the client** should always be considered. For example, a mature client who is dressed in current, up-to-the minute fashion may feel insulted if you advise a conservative design. Likewise a young person may be conservative.

By accurately identifying a client’s individual characteristics you and the client can make the suitable choices to suit their nails and personality.

**Identifying why a client is having nail art**

It is necessary to find out why a client is having nail art applied so you can provide accurate advice and recommendations for the service and appropriate aftercare advice, and more
effectively fulfil their expectations.

There could be a number of reasons as to why a client wants art designs on their nails, for example:

- to enhance the appearance of their nails
- to draw attention to their hands
- because it is currently fashionable
- for a special occasion.

It is important to listen to what clients have to say and help them select the most suitable nail art design.

**Recording client's characteristics**

**Learning activity A2.1**

Make a basic list of the type of information you would collect to include on a client record card for a nail art service.


Discuss the effectiveness of your role-play and communication strategies with your supervisor or trainer.

**Step 3: Identify the benefits of nail art**

**Choosing the design**

After the client's characteristics and expectations have been assessed, the next step is to discuss the design requirements and possibilities with the client. Anything more than clear polish can be considered to be a nail design. Ultimately the choice of design is the client's decision, but the nail technician can help them come to an appropriate decision by letting them see what can be done. Set up attractive displays to help clients understand some of the many design options available to them. The nail technician should wear their designs on their own nails or make up sample designs on nail tips and an orange stick.

There is a large and growing variety of ways to decorate nails, from simple polish to dazzling designs. Designs in tiny detail can leave you wondering how it was done, who did it and what with. Nail art is becoming more popular and the need for more professionals to provide the service is growing.
Short or long nails can be given special treatment - a gold strip over red nail polish, a solid gold charm with diamonds or maybe a freehand painting of a palm tree on the beach. The first step is to choose the design with the client and then decide on the application method.

Freehand painting can be either simple or detailed. Acrylic paint is the best to use as it will cover well and will easily rinse out of brushes in water. It is wise to begin with simple designs before attempting a design with great detail. As nail technicians are all individuals, they will all have their own technique, therefore no two paintings will be identical. Some clients will want to come back for your services because of your unique style - especially in freehand painting.

Creating design samples

To make nail art design samples for display, use a nail tip, an orangewood stick and some acrylic. File the end of the nail tip to smooth it. File the tip number off and buff it so that the spot is smooth. Doing this will make the nail art sample look neat and there will be no scratches under the polish.

Turn the nail tip over and place it on the table. Put a small ball of acrylic on the end of the tip and place the tip of the orangewood stick into the acrylic. Leave it to dry. When the acrylic is dry, hold the stick with the nail on it so that it is steady while you make the nail art sample or simply to practice designs.

Use your imagination to create designs. Try combining several techniques and display freehand designs related to a theme, for example, an ocean scene with trees and rocks for a holiday, or hearts for St Valentine’s Day. Display as many different sample designs as you can. Do not be afraid to try anything; if a mistake is made, try again. The more sample nails you create the more you will sell.

Promoting nail art services

Once you have the skills to create a wide selection of nail designs, clients need to see what can be done. Successful nail technicians need to be good salespeople as well. They will be responsible for selling both nail art services and products that will help clients maintain their results. To be successful, the basic selling goal should be to meet the needs of the clients.

The five points to meet clients' needs and sell a nail art service are:

1. **Know the products** It is essential for you to have knowledge about the features and application of the products and service so that you can explain and recommend them with confidence to clients.

2. **Know a client's needs and wants** One of the important skills in selling is the ability to match the products and services available in the workplace to the needs of the client. You must take care to assess the client’s needs.
3. **Present products and services** Promoting products and services and displaying them attractively will encourage sales. The key to successful merchandising is having the right products and services:
- at the right time
- in the right place
- in the right quantity
- at the right price.

This means the products and services that you sell are appropriate to the particular target market.

4. **Answer clients’ questions** When answering a client’s questions, do so with honesty and openness. Never try to sell a product or service that will not meet the client’s needs. It is essential to listen carefully to the client’s answers to find out:
- what the client’s priority purchase is
- what the client usually spends on that type of product
- what the client’s other concerns and interests are for add-on sales and future business.

5. **Close the sale** If the previous format has been followed, closing the sale will be easy, as the commitment to buy has already been established. However, if it still has not been decided, here are some ideas for helping to close a sale:

Use a ‘closing technique’ by asking questions such as:

’Which design have you decided on?’

’How would you like to pay for that?’

’I can see that you have made a good choice.’

Display samples so that clients can readily see what you can do and how many design options are available to them. Let them know that they do not have to choose from the display and that any design can be customized to their personal preferences. Sometimes clients who are not initially interested in nail art may ask the nail technician if they can have a nail art service after viewing the display. Talking about upcoming social events provides an opportunity to offer a client a different nail art service. For example, Easter eggs for Easter, a horse for Melbourne Cup and a Christmas tree for Christmas.

**Learning activity A3.1**

In the space below, list the points you would cover when discussing with a client nail art options.
Discuss your answer with your trainer or supervisor and if possible arrange to role-play welcoming clients.

Learning activity A3.2
Create ten design samples. Include seven combinations of different nail art mediums and three freehand designs of your own creation and arrange them in an attractive display.

Discuss your display samples with your trainer or supervisor and get feedback about the designs you have created as well as the quality of the workmanship.

Step 4: Deal with Nail diseases & disorders
Review diseases and disorders in Work within a nail services framework, Class XI, Paper I (Section 3 under Step 2). You must know these thoroughly so that you can provide the best service to your client. You will also protect yourself and your client from contagious diseases.

Step 5: Prepare yourself and work safely

Learning activity A5.1
Ask your supervisor or trainer to demonstrate and explain the correct sanitizing procedure for the implements and equipment used in a nail art service. Now demonstrate the sanitizing procedure to your trainer or supervisor for the following:

- manicure table
- client's and nail technician's chair
- orangewood stick
- nail charm hand drill
- tweezers
- scissors and nail nippers
- nail art brushes
- files
- buffers.
Ask your supervisor or trainer to provide you with feedback about the suitability, sequencing and thoroughness of the way you performed the procedure.

**Learning activity A5.2**

Using information from the MSDSs, identify two potentially hazardous chemical products used in providing nail art services. List the hazards each presents and the precautions you need to take when handling, using and storing them as well as first aid measures to take if the chemical is taken into the body.

<table>
<thead>
<tr>
<th>1. Name of Chemical :</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazards</td>
<td>Precautions</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask your trainer or supervisor to help you find the relevant MSDSs for the selected products and to check the accuracy of your interpretation of them.

**Your Check list**

To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.

<table>
<thead>
<tr>
<th>TASK :</th>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know what products and implements I need for a nail art service.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I know the nail design supplies that are available and the benefits of them.

I know how to prepare an area for a nail art service.

I have prepared ten design samples that are of a professional standard.

I can confidently sell the benefits of a nail art service I can recognize contraindications to nail art services I know how to work safely with nail art.

There are nail competitions at most of the national beauty trade shows. Use the internet to search for a nail competition near you. You can then go and watch the professionals at work.
Section B : Apply Nail Art

What appeals to you?
Discuss this with other students or your work colleagues.
You will discover that you probably have very different views about what is 'good' nail art and design.
How do you think this applies to you when working with clients?

Step 1 : Create nail designs (Theory & Practical)
The first thing you should do to prepare for most nail art services is polish the nails. This creates a backdrop for the work. Apply the base coat then two layers of colour, which must dry in between, and finish with a coat of clear polish or topcoat. This last coat is very important because without it, or if it is not dry before you begin, the polish colour will bleed through the design. When designing on nails that are weak or have ridges, ridge filler can replace the base coat. This will help make the polish and design last longer and add body to the nails to give them more strength. After applying the topcoat, let the nails dry for ten minutes before starting the nail design.

Points to remember
- Do not use ridge filler if several extra layers of polish are being applied to complete a design as it will be too thick and will never dry.
- Let each coat dry between applications to ensure smudge-free results.
- Clean mistakes on the cuticle with an orangewood stick.
- When polishing very long nails, polish the free edge first then the rest of the nail.
- Cover colour with topcoat and let it dry before continuing with design to prevent colours from bleeding into each other.

What is useful to know about colour
To be successful as a nail artist you will need to know a little about colour theory. Colour theory has been extensively written about and you can get books on the subject. However a few of the basic facts will help you choose colour for professional nail art.

Colour is merely the reflection of light off a surface. Different materials will reflect, scatter or absorb different colours from light and it is this colour that our eyes detect. Colour has three categories - primary, secondary and tertiary.
Primary colours are red, yellow and blue. All other colours are mixed from these three colours.

Secondary colours are orange, green and violet. They are derived by mixing the two primary colours.

For example, mixing red and yellow you will give orange

\[
\text{red} + \text{yellow} = \text{orange}
\]

Mixing yellow and blue will give you green, and mixing blue and red will give you purple.

Tertiary or intermediate colours are made up of a primary and a secondary colour. For example mixing blue (primary) and green (secondary) will give you a blue green colour or teal.

\[
\text{blue} + \text{green} = \text{teal}
\]

Of course the combinations are limitless and are altered by changing the amount of each colour that you add to the mix, and by adding white or black.

The colour wheel is the arrangement of colour in a circle to show the relationship of the colours to one another. Colours next to one another as said to be analogous. Colours opposite one another highlight the difference and are said to complementary.
Some definitions for you:

**Analogous colours** are those colours which are side by side each other on the colour wheel.

**Complementary colours** are those colours which are directly opposite one another on the colour wheel. Placing these colours together in your nail art will provide maximum contrast.

**Hue** is another word for colour.

**Tint** is when you add white to a colour.

**Shade** is when you add black to a colour.

The colour wheel is your tool to selecting colours for nail art. If a client is conservative then it is likely that they would like nail design using colours that are analogous. This is especially true if they are trying to match their nails to a specific outfit. For clients that want to stand out then it is more likely that their nail designs will include colours that are complementary.

**Learning activity B1.1**

Use the colour wheel above to choose colours for a nail design. Ask a student or colleague to be your model. First choose a design that includes analogous colours. Next paint the design in complementary colours. Which design is most appealing to your 'client'. Ask them to tell you why. Next list what you have learnt from this exercise.

Step 2 : Apply Nail designs (Theory & Practical)

The following information shows how to work with a range of commonly available nail art materials. Over time you will add to these. It is worthwhile for you to visit art supply and craft stores to collect art materials that are suitable for use in nail designs. To get some inspiration use the internet to search for images of the latest nail art designs or get details of a nail art competition in your state or territory.

**Layered nail polish**

By layering the polish colours it is possible to create beautiful designs, such as stripes, V shapes and multicoloured swirls. By layering the different colours while making a different line of design on each layer you create layered polish designs.
Procedure for layered polish design
You will need several colours of polish that complement each other, an orangewood stick and polish remover.

- Prepare the nails by sanitizing the nail beds.
- Apply a base coat and let dry.
- Apply one coat of coloured polish as the base colour.
- Apply second coat of base colour, making it thinner at the free edge and let it dry thoroughly to prevent smudging.
- After the base layers are dry, use a second colour to paint the end of the nail at an angle leaving a space so that the base colour is still visible. Stop here or layer several more times using another colour or switching between the two, always making sure that the polish is thinner at the free edge.

Learning activity B2.1
After the pattern is complete and has dried, protect and seal it with clear polish. It is now time for you to practice layered nail polish. Use the procedure you followed in Section A, Step 3, creating nail samples to prepare nail art design samples. Use the sample to create a layered nail polish design of a professional standard. You will probably need to try more than once. Ask a fellow student or work colleague for feedback. Note their feedback below. Then note what you will do next time to improve your design and application.

Rhinestone application
Nails can be elegantly enhanced with rhinestones of various colours. The rhinestones are placed on the nail into wet polish. When the polish dries the rhinestone will be stuck to the nail. You can use the rhinestones on other methods of nail art to create intriguing designs.

Procedure for rhinestone application
You will need clear polish, an orangewood stick and nail rhinestones.

- Prepare the nails by sanitizing the nail beds.
- Polish the nails in the regular manner up to and including the second layer of colour.
- Determine where you want to place the rhinestones.
- Apply a small amount of clear polish to the end of an orangewood stick.
● Touch the wet end of the stick to the top of the rhinestone.

● Press the rhinestone into the wet polish in the chosen position and repeat the process until all gems have been placed on the nails. You may use tweezers to apply the gems if you prefer.

Finish with a coat of topcoat to seal the design. Do not apply it too quickly or air bubbles may appear.

**Learning activity B2.2**

It is now time for you to rhinestone application. Use the procedure you followed in Section A, Step 3, creating nail samples to prepare nail art design samples. Use the sample to create a rhinestone application of a professional standard. You will probably need to try more than once. Ask a fellow student or work colleague for feedback. Note their feedback below. Then note what you will do next time to improve your design and application.

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**Nail tape application**

Nails can be decorated with nail tape, which is available in different colours and thickness. Gold and silver are the most popular. The tape can be used alone or as part of another design.

**Procedure for nail tape application**

You will need self-adhesive nail tape, clear polish and sharp nippers or small sharp scissors.

● Prepare the nails by sanitizing the nail beds.

● Polish the nails in the regular manner. If applying nail tape over another design, the design must be dry.

● Hold the end of the tape in one hand and hold the roll of tape, sticky side down, in the other. Be careful not to touch the back of the tape or it will not be sticky enough.

● Place the tape on the nail in the desired position and cut the tape off at the end of the roll, leaving the ends long until the pattern is complete.

● Use an orangewood stick to press the tape firmly in place. Place a small drop of clear polish under the ends if they stick up, let dry a little and then press again.

● Be sure that there are no air bubbles under the tape and that the ends are well pressed down. To avoid air bubbles, do not apply the topcoat too quickly.

● Continue to apply the tape in this manner until the design is complete.

● Trim all the tape ends with nippers or scissors.
● Apply clear polish over the top to seal your work, making sure that the ends of the tape have also been covered.
● Allow to dry and check that tape ends are safe and secure. If they are not, apply another coat of clear to secure them.

Learning activity B2.3
It is now time for you to nail tape application. Use the procedure you followed in Section A, Step 3, creating nail samples to prepare nail art design samples. Use the sample to create a nail tape application of a professional standard. You will probably need to try more than once. Ask a fellow student or work colleague for feedback. Note their feedback below. Then note what you will do next time to improve your design and application.

Bullion beads
Bullion beads are used to create or enhance nail designs. The beads are available in many colours but the gold and silver are the most popular.

Procedure for bullion beads
You will need bullion beads in desired colours, clear polish and an orangewood stick.
● Prepare the nails by sanitizing the nail beds.
● Polish the nails with the chosen colour in the regular manner and allow to dry. Let the base dry completely before starting the design.
● Apply clear polish on the nail in the area where the beads are to be placed.
● Dip the wet nail surface into the beads so that they stick into the wet clear polish. Arrange the edges of the design with the orangewood stick. If covering a small area, apply the beads the same way the gemstones are applied with an orangewood stick.
● If using two different coloured sets of beads, repeat the process with the second colour. Continue the coating and dipping process until the design is complete.
● Cover the design with two coats of clear polish to seal the beads.

Learning activity B2.4
It is now time for you to bullion bead application. Use the procedure you followed in Section A, Step 3, creating nail samples to prepare nail art design samples. Use the sample to create a bullion bead application of a professional standard. You will probably need to try more than
once. Ask a fellow student or work colleague for feedback. Note their feedback below. Then note what you will do next time to improve your design and application.

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**Pierced nail charm**

Pierced charms come in many designs and can be plain or made of real gold or plated gold and be embedded with diamonds and other jewels. To attach a nail charm, a hole is drilled through the free edge of the nail with a tiny hand drill, then a gold charm is screwed in and bolted at the back. Charms can be applied to the natural nail but an artificial nail is much stronger. It is advisable to artificially coat the nail wearing the charm.

You will need clear polish, a nail charm, a hand drill for the piercing and tweezers.

**Procedure for pierced nail charm**

- Prepare the nails by sanitizing the nail beds.
- Prepare the hand drill by following the manufacturer's instructions.
- Either paint the nail and let it dry, or drill the hole and then paint the nail. Whichever way is chosen, the charm is applied after polish is dry.
- Choose a location for the charm that will not weaken the nail or cause it to break. It must go on the free edge of the nail, not too close to the edge as the weight may weaken the nail, and not too close to the nail bed as it will be too difficult to put the bolt on the back.
- Support the free edge by placing the finger firmly on the table - upside down is recommended as there is more support for the finger. Place the drill bit on the nail where you want the hole drilled.
- Twist the drill clockwise while pressing down. Keep twisting and pressing till the drill bit makes the hole. Drill the hole straight or the charm will not lie flat.
- Dust the area and use the wrench end of the drill to remove the bolt from the back of the charm.
- Hold the charm with tweezers and place it into the hole and position it.
- Using the wrench end of the drill, screw the bolt onto the back of the charm. Do not over tighten. Apply clear polish on the back of the bolt to keep it from turning.
- Check that the charm is positioned correctly. Clear polish can then be applied over the top of the charm to keep it from catching hair or snagging clothes.
- Trim off the back of the screw if it is sticking out unnecessarily.
Learning activity B2.5

It is now time for you to pierced nail application. Use the procedure you followed in Section A, Step 3, creating nail samples to prepare nail art design samples. Use the sample to create a pierced nail application of a professional standard. You will probably need to try more than once. Ask a fellow student or work colleague for feedback. Note their feedback below. Then note what you will do next time to improve your design and application.

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Confetti decoration

Confetti is made from tiny strips of foil that are available in many colours. It can be used alone or with other forms of nail art.

Procedure for confetti decoration

You will need confetti, clear polish, and an orangewood stick or tweezers.

● Prepare the nails by sanitizing the nail beds.
● Polish nails in the regular manner and let polish dry completely.
● Apply clear polish in the position where you want the confetti to be applied.
● Brush a small amount of clear polish onto the end of an orangewood stick and touch the confetti lightly to pick some up. Tweezers may also be used.
● Apply the confetti onto the clear polish on the nail. It can be clustered or applied piece by piece to create or finish a design.
● Clean the ends of the orangewood stick with polish remover and then use the flat side of the stick and press the confetti gently down on the nail. Make sure you press all the confetti onto the nail so that it is flat.
● Cover with clear polish slowly to avoid bubbles. Let dry and apply a second coat of clear to thoroughly seal the design.

Learning activity B2.6

It is now time for you to do a confetti application. Use the procedure you followed in Section A, Step 3, creating nail samples to prepare nail art design samples. Use the sample to create a confetti application of a professional standard. You will probably need to try more than once. Ask a fellow student or work colleague for feedback. Note their feedback below. Then note
what you will do next time to improve your design and application.

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Foil Art

Every foil art design comes out differently. To make any two nails exactly the same is impossible but they can be kept similar by using the same method on each nail. The foil is supplied on thin cellophane backing. Special emulsion glue is painted on the area of the nail where you want the foil to be applied. After the glue is dry, the foil is pressed onto the nail and the cellophane backing is peeled away.

Procedure for foil art

You will need foil in desired colour or colours, emulsion glue, small scissors and an orangewood stick.

- Prepare the nails by sanitizing the nail beds.
- Polish nails in the regular manner and let polish dry completely. The foil will not work if the polish is not dry.
- Apply the emulsion glue to the area of the nail where the foil is to be applied.
- Let glue dry just until it turns clear and then gently press a cut a piece of foil onto the glue.
- Gently pull the edge of the foil away from the nail so that the colour adheres to the glue and the clear cellophane backing is removed.
- If another colour is required, press it over the same area to blend the colours. The foil will stick to the glue where the first colour did not.
- To make fancy designs, more emulsion can be added to different areas of the nail and other colours added separately.
- Cover the design with clear polish to seal and protect.

Learning activity B2.7

It is now time for you to do a foil art application. Use the procedure you followed in Section A, Step 3, creating nail samples to prepare nail art design samples. Use the sample to create a foil art application of a professional standard. You will probably need to try more than once. Ask a fellow student or work colleague for feedback. Note their feedback below. Then note what you will do next time to improve your design and application.
Learning activity B2.8
1. Why is it important to allow each coat of polish to dry?

2. When do you not use a ridge filler?

3. Why is it important to apply the final coat to seal a design slowly?

4. Why is it advisable to coat or wrap the nail before applying a pierced nail charm?

5. Why should the clear polish not be allowed to build up on the orangewood stick when applying confetti?

Refer to the Suggested answers section at the end.

Learning activity B2.9 CROSSWORD: Colour Theory
CLUES

Across
4. We are opposite one another on the colour wheel (13)
6. Add this to get a shade of a colour (5)
7. All colours are made from these three (7)

Down
1. Also called tertiary (12)
2. Add this to get a tint of a colour (5)
3. Use two primary colours to make these (9)
5. We are side by side on the colour wheel (9)

Your Check list
To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.

<table>
<thead>
<tr>
<th>TASK</th>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
</table>

I know the theory of the colour wheel
I know how to design and apply seven different types of nail art to a professional standard
I know how to use a hand drill to apply pierced nail charms

Most humans are trichromatic, that is they have three types of colour receptors in their eyes. Some species of animals are tetra chromatics, that is, they have four types colour receptors in their eyes. Some humans have a genetic variation that means that they see enhanced colour discriminations.

These people are functional tetra chromats.
Imagine you have just had a professional nail art service. What would you like to know about caring for the nails?

If the nail art is for a special occasion what would you want to know about what to do if the design is chipped or damaged?

What products would you need to repair a damaged design?

**Step 1: Obtain and respond to feedback**

**Learning activity Cl .1**

Make a list of open and closed questions you could use to seek feedback from you client about the nail art service they have received.

Discuss the effectiveness of these questions for seeking client feedback with your trainer or supervisor.

**Step 2: Provide aftercare advice**

The client may request advice on products they could use for nail care maintenance. Taking into consideration the nail art service provided and the condition of the client's nails, you need to be able to recommend suitable products and a maintenance program to meet the client's requirements.

Nail art itself has very little aftercare work involved. Throughout the nail art service the client should be given advice on looking after their nails, according to whether they have artificial or natural nails. To look after their nail art service when the polish starts to take on a flat look, it is advisable that they re-coat the nails with topcoat. This will bring back the shine and reseal any materials that have been incorporated in the design. The client can expect to do this every two to three days.

**Maintaining nail charm**

After a week or so a polish change will be needed. Hold cotton with remover on the back of the nail to loosen the polish around the bolt. After it is loose, use the wrench to remove the
bolt and remove any polish that is on the top of the charm. After the charm is clean remove it from the nail and proceed to remove and change the polish. After polish is dry apply the charm using the correct method.

Advise the client that after several weeks the charm will need to be moved, as the nail will have grown. In this situation, the client will need to come back to have the original hole filled and a new one drilled.

**Learning activity C2.1**

Use the above information to help you answer the following questions.

1. What is the best method for the client to use to bring their nail art back to life?

2. How would you explain the process that a client needs to go through at home to change the colour of their polish when they have a nail charm?

3. Why is it necessary for a client to return to the nail technician when they want to remove or move their nail charm?

4. What precautions should a client be warned about when they have an artificial nail treatment?

Refer to the *Suggested answers* section at the end.

Your Check list

To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.

<table>
<thead>
<tr>
<th>TASK :</th>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know the process to follow when a client has a complaint.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
I know how to use open and closed questions to get useful feedback on my work.

I know the procedure for maintaining a nail charm.

I know the aftercare advice to give to a client to maintain her nail art.

---

*The best helping hand that you will ever receive is the one at the end of your own arm.*

*Fred Dehner*

---

**Suggested Answers**

**Learning activity A1.2**

<table>
<thead>
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<th>Implements</th>
<th>Nail Cosmetics</th>
<th>Materials</th>
<th>Nail design supplies</th>
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</thead>
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<tr>
<td>Onangewood stick nail art brushes</td>
<td>coloured polishes</td>
<td>towels disposable cloths</td>
<td>Rhinestones striping tape</td>
</tr>
<tr>
<td>reusable nail form polish correcting stick paint palette</td>
<td>base coat ridge filler top coat polish remover</td>
<td>nail wipes acrylic powder and liquid emulsion glue nail art paint</td>
<td>foil tinsel or glitter feathers bullion beads confetti pierced nail charm 3D nail art foil art mylar flakes crushed shell</td>
</tr>
<tr>
<td>small scissors or nippers tweezers files and buffers hand drill for nail charm</td>
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<td></td>
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</tr>
</tbody>
</table>

**Learning activity A1.3**

Being prepared will:

- ensure you stay on time for clients and avoid delays
- enable you to perform all tasks efficiently
- instill confidence in that all implements and equipment have been cleaned and disinfected according to the accepted standard and are ready for use
- ensure that supplies have been replenished and clean towels ready for use
- ensure there are sufficient quantities of nail art supplies, so you can perform any airbrushed service a client requests.
- set a high standard of professional conduct.

**Learning activity B2.8**

1. Allowing each coat to dry will ensure the design is thoroughly set and achieve a smudge free result.
2. Do not use ridge filler if several layers of polish are being applied to complete the design as it will be too thick and will never dry.
3. When sealing a design with top coat, if the coat is applied too quickly, air bubbles will appear in the design.
4. All areas of the nail must be dried as the glitter will stick to any damp or wet polish.
5. Charms can be applied to a natural nail but if the nail is coated or wrapped first, this will give added strength to prevent any weakness or breakages.
6. When shaping the nail form to the client's finger that the 3D design is being applied to, a reusable form will hold the shape better than a disposable one.
7. If the polish builds up on the orangewood stick, the confetti will not come off.

**Learning activity B2.9 Crossword : Colour Theory**
Learning activity C2.1

1. To look after their nail art service, when the polish starts to take on a flat look, it is advisable to re-coat the nails with top coat. This will bring back the shine and reseal any materials, such as gems, that have been used.

2. When changing the polish colour, it will be necessary to begin by holding cotton wool with remover on the back of the nail to loosen the polish around the bolt. After it is loose, use the wrench to remove the bolt and remove any polish that is on top of the charm. When the charm is clean, remove it from the nail and proceed to remove and change the polish. After polish is dry, apply the charm using the correct method.

3. If a client wishes to remove the charm or move it to a new position as a result of the nail having grown, it will be necessary for them to come back as the existing hole will need to be filled and a new one drilled.

4. Air, moisture and bacteria can become trapped between the gold nail and the natural nail. This can cause fungus to grow. All clients should be warned of this possibility. To avoid this, the finger with the gold nail can be dipped in alcohol. If the nail is properly applied and maintained, a fungus should not grow.
Unit - IV

Conduct financial transactions
**Unit - IV : Conduct Financial Transactions**

**Unit Descriptor**
This unit describes the performance outcomes, skills and knowledge required to communicate with clients and operate a range of point-of-sale equipment to perform sales transactions and reconcile takings. The unit describes the function of performing cash handling procedures and financial transactions relating to services or retail product sales in a personal services environment.

**Application of the Unit**
This unit applies to a personal services environment that may include beauty salons, hairdressing salons, nail salons and spas. It applies to both beauty operators performing treatments who may also undertake reception duties and also to discrete reception area staff.

**Elements and Performance Criteria**

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<td>1.1 Operate <em>point-of-sale equipment</em> according to design specifications.</td>
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<tr>
<td></td>
<td>1.2 Open and close point-of-sale terminal according to <em>workplace policies and procedures</em>.</td>
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<tr>
<td></td>
<td>1.3 Clear point-of-sale terminal and transfer tender according to workplace policies and procedures.</td>
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<td></td>
<td>1.4 Conduct <em>cash handling</em> according to workplace security procedures.</td>
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<tr>
<td></td>
<td>1.5 Maintain supplies of change and cash float in point-of-sale terminal according to workplace policies and procedures.</td>
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<tr>
<td></td>
<td>1.6 Attend to active point-of-sale terminals according to workplace policies and procedures.</td>
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<tr>
<td></td>
<td>1.7 Complete records of transaction errors according to workplace policies and procedures.</td>
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<tr>
<td></td>
<td>1.8 Maintain adequate supplies of dockets, vouchers and point-of-sale documents</td>
</tr>
</tbody>
</table>
2. Perform point-of-sale transactions.

2.1 Complete point-of-sale transactions according to workplace policies and procedures and relevant legislation.

2.2 Identify and apply workplace procedures in respect to cash and non-cash transactions.

2.3 Identify and apply workplace policies and procedures in regard to exchanges and returns.

2.4 Enter information into point-of-sale equipment.

2.5 Verbally state total price and amount of cash received to client and tender correct change.

3. Complete sale

3.1 Complete relevant client documentation.

3.2 Process sales transactions in a timely manner or direct clients to point-of-sale terminals according to workplace policies and procedures.

4. Remove takings from register or terminal

4.1 Balance register or terminal at designated times according to workplace policies and procedures.

4.2 Separate cash float from takings prior to balancing, and secure according to workplace policies and procedures.

4.3 Supply change to register or terminal according to workplace policy.

4.4 Determine register or terminal reading or print out.

4.5 Remove and transport cash and non-cash documents according to workplace security policies and procedures.

5. Reconcile takings.

5.1 Count cash and calculate non-cash documents.

5.2 Determine balance between register or terminal reading and sum of cash and non-cash transactions, and record takings.
Required Skills and Knowledge

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

**Required skills**

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

- technical skills to use point-of-sale equipment and apply procedures, including the following:
  - registers
  - calculators
  - EFTPOS
  - credit cards
  - electronic scanners
  - lay-by
  - credits and returns
  - customer refunds
- time-management skills to complete tasks in a set time frame
- verbal and non-verbal communication skills appropriate to a service environment
- numeracy skills to:
  - calculate a total price
  - count cash
  - balance point-of-sale terminal
  - tender correct change.

**Required knowledge**

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

- cash handling procedures, including:
  - opening and closing point-of-sale terminal
  - clearing terminal and transferring tender
  - maintaining cash float
  - tendering change
  - counting cash
  - calculating non-cash documents
- balancing point-of-sale terminal
- recording takings
- securing cash and non-cash transactions
- determining change required and denominations of change
- relevant health and hygiene regulations and requirements
- relevant legislative requirements, including consumer law and occupational health and safety regulations

**Range Statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

*Point-of-sale equipment* may include:
- manual:
  - cash register
  - credit card equipment
- electronic:
  - terminal and screen
  - bar code scanner
  - EFTPOS equipment.

*Workplace policies and procedures* may include:
- operation of point-of-sale equipment
- cash handling security
- sales transactions
- staffing
- health and hygiene requirements.

*Cash handling* may include:
- opening and closing point-of-sale terminal
- clearing terminal and transferring tender
- maintaining cash float
- tendering change
- counting cash
- calculating non-cash documents
- balancing point-of-sale terminal
• ensuring security of cash and non-cash transactions
• recording takings.

**Point-of-sale transactions** may include:
• EFTPOS
• cheques
• credit cards
• smart cards
• lay-by
• credits and returns
• customer refunds
• gift vouchers.

**Relevant legislation** may include:
• consumer legislation
• privacy legislation
• GST regulations
• occupational health and safety legislation.

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

**Client documentation** may include:
• order forms
• gift vouchers
• invoices
• receipts.
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### Conduct financial transactions

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</tbody>
</table>

Your Check list: ........................................................................................................... 223

### Section C

<table>
<thead>
<tr>
<th>Complete Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Complete client POS documentation</td>
</tr>
<tr>
<td>Step 2: Process client sales in a timely manner</td>
</tr>
</tbody>
</table>

Your Check list: ........................................................................................................... 232

### Section D

<table>
<thead>
<tr>
<th>Remove and reconcile takings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Remove takings from a POST</td>
</tr>
<tr>
<td>Step 2: Reconcile takings</td>
</tr>
</tbody>
</table>

Your Check list: ........................................................................................................... 241

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Section A: Operate Point of Sale equipment

This section deals with operating Point of Sale Terminal (POST) equipment. This includes opening and closing procedures for the start and end of the workday, processing transactions and maintaining appropriate amounts of tender and cash floating accordance with store security procedures. Section A also covers how to handle cash, being aware of potential security risk issues, how to correct POST errors and maintaining an adequate supply of docket, vouchers and other point of sale (POS) paperwork.

The eight steps to Operate point of sale equipment are:

Step 1 Use point of sale (POS) equipment
Step 2 Open and close a Point of Sale Terminal (POST)
Step 3 Clear POST and transfer tender
Step 4 Handle cash
Step 5 Maintain change and the cash float
Step 6 Attend an active POST
Step 7 Complete transaction error records
Step 8 Maintain supplies of POST documentation

Recall a time when you had to wait and wait at a register to pay. What did the sales person do that made your wait more bearable?

Keep this in mind as you work through this section.

Step 1 Use point of sale (POS) equipment

The POS area usually has a counter or desk. Tasks include answering questions about products and services, making or changing client appointments and processing client sales.

Clients vividly remember their first and last experiences of a business. It is important to remember this when you work at the POS. You should be professional, friendly and efficient. This results in high levels of client satisfaction and business success.
Learning and Practical activity A1.1

Discuss the activities that can occur at the POS in a workplace with fellow students or colleagues and list your ideas below.

Why is the POS area important to a business?

Refer to the Suggested Answers section at the end.

Equipment used at the POS includes the Point of Sale Terminal (POST), sometimes called the cash register. The POST is used to process sales and collect payment from the client. Most POSTs record all sales and some link electronically to other reporting and merchandising functions. Other POS equipment includes a scanner, keyboard and an Electronic Funds Transfer Point of Sale (EFTPOS) terminal. Refer to the Operate retail technology for more information on data entry and keyboard skills.

You need a good knowledge and understanding of the equipment at the POST. This ensures the service level to the client is maintained to workplace standards. You should take responsibility for:

● learning the workplace POST system
● taking care to be accurate when completing transactions
● being quick and efficient with the processes
● seeking help when required.

In addition to the client needs for accuracy and speed, the business needs to have accurate information about business activity. The POST provides valuable information about sales such as:

● quantity of goods or services sold
● operator identification – records the person conducting the sale
● description of the goods or services sold
● price of the goods or services
● discounts or variations to prices
● date and time of transaction
● stock name or code of the goods or services sold
● GST.

Businesses collect this information to help them make decisions, such as:

● the numbers of staff required
● the best lines and items of stock to carry
● which lines not to re-order, when they are not selling
● the correct levels of stock to keep.

Both electronic and manual POSTs have audit rolls. These rolls are used to reconcile the cash and non-cash amounts against the total amount of items identified as sold. The types of audit rolls are:

● manual register audit rolls, which usually only list the price of each item sold
● electronic register audit rolls, which give full details including item descriptions and costs.

**Learning and Practical activity A1.2**

Ask the supervisor or trainer to help you obtain a copy of the manufacturer’s operations manual for a POST. Read through the manual and then describe the features and functions that are available. How do these options benefit the everyday business of a workplace? One example is given below:

<table>
<thead>
<tr>
<th>Point of sale terminal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feature</strong></td>
</tr>
<tr>
<td>Calculates correct change</td>
</tr>
</tbody>
</table>

Refer to the *Suggested Answers* section at the end.
There are many POST manufacturers and various models of POST each with slightly different functions and features, some are more complex than others. Some POST equipment allows the processing of EFTPOS transactions, whereas others require a separate transaction through an EFTPOS terminal.

Types of POST transaction that may be available to clients include:
- cash sales
- EFTPOS
- credit card sales, (for example, MasterCard, Visa, Diners Club, American Express)
- lay-by
- cheque sales
- gift vouchers
- discounts
- refunds.

Your workplace may have other POS equipment such as a scanner or a separate EFTPOS terminal. You need to understand the functions and operation of all POS equipment.

**Learning and Practical activity A1.3**

Add one other type of POS equipment to the table below, then complete the sections on function and benefits.

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Function</th>
<th>Benefits to the business (allows for...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFTPOS Terminal.</td>
<td>EFTPOS allows the client to transfer funds from their bank account to the retailer’s account to pay for the products. EFTPOS also allows the client to withdraw extra cash.</td>
<td>Convenient for client so provides extra customer service.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Immediate credit to business account.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improved security as less cash held on premises.</td>
</tr>
<tr>
<td>Product scanner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your selection:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check with the supervisor or trainer to ensure you have identified appropriate functions and business benefits.
The operation of any equipment requires training and practice to become efficient and competent. You must learn to operate all POST equipment accurately and efficiently. This will benefit the client and the business as you will be able to provide service of the highest standard.

**Step 2 Open and close a POST (Theory + Practical)**

A well-organised POS area allows efficient processing of client transactions. It is therefore important for you to know and understand the procedures for opening the POS area and POST correctly and how to close them down.

**Opening a POST**

Standard procedures for opening a POS area includes:

- opening and set-up of the POST
- getting supplies of merchandise, equipment and POST documentation
- tidying and cleaning the POS area.

One of the tasks in opening procedures is organising and preparing the float. You need to be prepared to give change to the first client. This client may purchase an item for Rs.16.95 using a Rs.100.00 note. You would need to give the client Rs.83.05 change. The opening float must allow you to do this. It is important that you understand your workplace set up of the standard float.

Notes and coins of different quantities are described as denominations of cash. For example, notes come in 5 denominations: Rs.100.00, Rs.50.00, Rs.20.00, Rs.10.00 and Rs.5.00. A float is a set amount of money made up of a range of denominations of cash and notes and placed in the POST at the beginning of the day or shift. The float ensures your ability to change notes from the first client to the last with the least amount of inconvenience. The float is deducted from the takings at the end of the day.

The quantity of notes and coins needed in a cash float varies between workplaces and may vary between very busy days and quieter days. When opening a POS you may need to record the different amounts and denominations used to make up the float on a Cash Float Record Sheet. This indicates the denomination, the numbers of that denomination and the total amount.
Here is an example of a Cash Float Record Sheet:

<table>
<thead>
<tr>
<th>Notes</th>
<th>Number</th>
<th>Amount</th>
<th>Coins</th>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.100.00</td>
<td></td>
<td></td>
<td>Rs. 2.00</td>
<td>20</td>
<td>Rs. 40.00</td>
</tr>
<tr>
<td>Rs.50.00</td>
<td>3</td>
<td>Rs.150</td>
<td>Rs. 1.00</td>
<td>40</td>
<td>Rs. 40.00</td>
</tr>
<tr>
<td>Rs.20.00</td>
<td>8</td>
<td>Rs.160</td>
<td>50 Paisa</td>
<td>20</td>
<td>Rs. 10.00</td>
</tr>
<tr>
<td>Rs.10.00</td>
<td>8</td>
<td>Rs.80</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs.5.00</td>
<td>9</td>
<td>Rs.45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Notes | Total Coins | Total Notes | Total Float
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rs. 90.00</td>
<td></td>
<td>Rs. 425.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rs. 335.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Closing a POST

When closing the POST you must also tidy the POS area and ensure that all the relevant documents relating to the day’s sales are completed. Workplace procedures for closing the POS area at the end of the day or shift may include:

- putting away all pens, papers and other equipment
- cleaning the area, for example, dusting, wiping the benches, sweeping the floor
- replenishing items such as products, documentation or carry bags
- producing a register reading
- removing the float
- counting they day’s takings
- balancing the POST
- turning equipment off.

Producing a register reading, removing the float, counting the day’s takings and balancing the POST are covered in Section D: Remove and reconcile takings.
Step 3 Clear POST and transfer tender

Tender, or legal tender, means legitimate forms of exchanging money. It includes cash, cheques, credit cards, EFTPOS and gift vouchers. One of your highest priorities when working at a POS is the security of tender.

Non-cash forms of tender are just as valuable as cash and should be treated in the same way. For example credit card vouchers are quite flimsy but may represent hundreds of dollars. If they are lost or damaged, the business loses the income. Credit card vouchers also contain all the information a criminal needs to commit fraud against the client. The secure storage of these vouchers is critical to uphold the integrity of the business and the privacy and security of the client.

During a normal workday, the amount of tender held in a POST may increase very quickly, particularly during busy periods. Having large quantities of tender at the POS is a security risk. It is important to know your workplace procedures for removing tender from the POST, these may include:

- the amount and type of tender to transfer, for example all credit card forms, and all Rs.100.00 and Rs. 50.00 notes
- the minimum amount of tender to be left in the POST, for example amounts equivalent to the opening float
- the frequency of clearances and transfers during the day.

In some workplaces, the tender cleared from the POS is posted into a counter cachet. This is a locked box built into the counter with a narrow slot at the top for posting in credit slips, cheques and large denomination notes.

Learning and Practical activity A3.1

1. List the potential security risks for beauty workplaces.

2. List the possible security strategies that could be used within workplaces to reduce security risks.

Refer to the Suggested Answers section at the end.
There are various ways of removing excess tender from a POST. Each workplace has procedures in place to do this. In a large workplace, a designated staff member may physically collect excess tender from a POST at regular intervals. The frequency with which this occurs depends on workplace trading patterns. In smaller businesses, the removal of excess tender may only be required on busy days or at particular times, such as Friday, before the evening session, or Saturday, at lunchtime. Remember to treat the POST as if it is only a place to store change; it is not a secure place for large amounts of money.

As well as using the POST to process client transactions efficiently, you must also take responsibility for POST security. Be aware that the sight of large quantities of cash is very tempting for some people who may come back to the salon and attempt to rob the business.

**Step 4 Handle cash (Theory + Practical)**

Occupational Health and Safety legislation includes ensuring the health and safety of staff whose duties involve handling cash. Workplaces should take steps to make sure that staff attending the POST is protected as much as possible from acts of robbery. Most workplaces have standard procedures for handling cash, maintaining security, interacting with clients and processing sales at the POS.

- Workplace cash handling procedures may include the following:
  - A list of the personnel authorized to handle cash from sales, and those that are not. For example, the reception staff are authorized, but the cleaning staff are not.
  - Specifications about when cash is to be handled, for example, during clearing and transfer, while obtaining change, during sale transactions – the POST must remain closed at all other times.
  - Designated times when the POST can be opened and by whom.
  - Specifications for secure cash handling.

You must take personal responsibility for conforming to these procedures. At the POST, cash handling procedures ensure correct transactions and safe storage of cash. The transaction process includes:

- keying in the prices or scanning the products
- totaling the sale and clearly telling the client the amount
- asking the client how they wish to pay - cash, credit card or EFTPOS
- stating the amount tendered by the client
- placing the cash on top of the register - notes into the clip, if you have one, coins onto the slab
- if the note is a Rs. 50 or Rs. 100, you may need to ask another staff member to verify the denomination
if there is a current risk of forged notes, you may need to check the note carefully, the police usually give advice on features to check, such as the crispness of the print, the clearness of the window

- making up the change
- counting the change into the client’s hand
- when the client has accepted the change, placing the amount tendered into the cash drawer
- close the cash drawer securely.

Take care to observe the following precautions:

- do not leave the POST drawer open too long
- do not allow any non staff member access to the area behind the POST
- never leave the POST drawer open and unattended
- always count cash away from public view
- when clearing cash registers of large amounts, choose slightly irregular times, rather than the same time every day
- make sure any cash left on the premises overnight is put into a quality safe, preferably with a time lock
- ensure that staff carrying cash to the bank never follow a set routine or go at the same time every day
- take care not to expose cash to public view at a bank night safe until the safe is completely open, so that it can be dropped in immediately.

Learning and Practical activity A4.1

1. Discuss with fellow students or colleagues and list suitable cash handling procedures for:
   a) A small workplace with three staff in a quiet suburban location

2. Why are these procedures important?
Discuss your answers with your supervisor or trainer to check that you have identified suitable security procedures.

Cash handling procedures are very strict and must be followed correctly. These procedures are in place for very good reasons. The primary reason is to protect staff from criminal activity or harm. Failure to follow procedures may result in personal injury, disciplinary procedures and loss of revenue for the business.

**Step 5 Maintain change and cash float**

The reason the business has a float is to ensure speedy and efficient service to clients by having appropriate amounts of change available. As quickly as cash builds up in your POST so can small change run out. It is inconvenient and frustrating for clients to wait for you to get more change. Be aware of the level of change available in the POST and take action before the smaller denominations of cash run out. It is more efficient to replenish small change during quiet periods. This will prevent being caught without change at a busy time.

However, there will be times when one client after another tenders a large note, depleting the supplies of change very quickly. In these circumstances you may need to interrupt a transaction to obtain change. First, seek permission from your client to tend to the change requirements, apologize for any inconvenience and thank them for their patience. Remember to close the POST drawer and try to return with the required change as quickly as possible.

The procedures for ordering and maintaining sufficient levels of all denominations of cash in the workplace and at each POST will be defined by workplace procedures. Coins are usually ordered in the following amounts for particular denominations:

<table>
<thead>
<tr>
<th>Coin denomination</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs. 10.00</td>
<td>Rs. 100.00</td>
</tr>
<tr>
<td>Rs. 5.00</td>
<td>Rs. 50.00</td>
</tr>
<tr>
<td>Rs. 2.00</td>
<td>Rs. 20.00</td>
</tr>
<tr>
<td>Rs. 1.00</td>
<td>Rs. 10.00</td>
</tr>
<tr>
<td>50 paisa</td>
<td>Rs. 5.00</td>
</tr>
</tbody>
</table>

Make sure that you follow your workplace procedures for obtaining change.

Smaller workplaces may purchase change as required from a nearby bank. If the business does not hold an account at the bank, charges for providing change may apply. Copies of the local bank’s change request form may be stored at the workplace and completed before...
leaving to collect the change. This will ensure that the correct amounts and denominations are collected and the correct amount of money is taken to the bank to purchase the change.

Larger workplaces keep a secure internal supply of coins and smaller notes so you can obtain change quickly. You will usually record internal change requests on a change slip, similar to the following example.

<table>
<thead>
<tr>
<th>Denomination</th>
<th>Cash tendered</th>
<th>Change required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs. 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs. 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs. 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs. 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs. 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs. 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 paisa</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the *Cash tendered* column, indicate the cash you are using to purchase the change. In the *Change required* column, record the notes and coins required. The two totals should be equal.

**Learning and Practical activity A5.1**

1. Describe a suitable procedure for ordering change.

2. What steps should you take when obtaining change for the POST?
3. How often do you consider it necessary to check the change levels?

Discuss your answers with your teacher to check that the procedures, steps and time-frames you suggested are appropriate.

**Learning and Practical activity A5.2**

Imagine that you work at Babel Image salons. You notice that the POST is running low on change. The early morning client rush has slowed down and you have time to attend to some of the POST duties. In the POST you have the following amounts of cash:

<table>
<thead>
<tr>
<th>Notes:</th>
<th>Coins:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 x Rs. 100.00 notes</td>
<td>1 x Rs. 2.00 coins</td>
</tr>
<tr>
<td>3 x Rs. 50.00 notes</td>
<td>20 x Rs. 1.00 coins</td>
</tr>
<tr>
<td>1 x Rs. 20.00 notes</td>
<td>3 x 50 paisa coins</td>
</tr>
<tr>
<td>10 x Rs. 10.00 notes</td>
<td></td>
</tr>
<tr>
<td>1 x Rs. 5.00 note</td>
<td></td>
</tr>
</tbody>
</table>

Using the blank change slip, record the change required to ensure you have a good range available.

<table>
<thead>
<tr>
<th>Change Slip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Denomination</td>
</tr>
<tr>
<td>Rs. 100</td>
</tr>
<tr>
<td>Rs. 50</td>
</tr>
<tr>
<td>Rs. 20</td>
</tr>
<tr>
<td>Rs. 10</td>
</tr>
<tr>
<td>Rs. 5</td>
</tr>
<tr>
<td>Rs. 2</td>
</tr>
<tr>
<td>Rs. 1</td>
</tr>
<tr>
<td>50 paisa</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

Refer to the *Suggested Answers* section at the end.
Keeping a plentiful supply of change in the POST will ensure client transactions are handled quickly and efficiently. Be careful not to purchase too much change, or open new bags of coin towards the end of trading. If you have too much change there will be a lot to count at the end of the day. The additional coin may exceed the float amount and the change will have to be re-banked.

**Step 6 Attend an active POST**

A client’s impression of the service they receive at the POST creates a lasting image of the business. A professional service is more likely to result in return business and possibly recommendations to other potential clients.

**Learning activity A6.1**

Read the case study below and answer the following questions.

**Ms George is picking up a friend who has just had her legs waxed. She sees that the salon carries the brand of skincare that she has been looking for. She selects a night cream and approaches the POS area but finds there are three clients waiting to be served.**

When it is Ms George’s turn at the register, she is told that the salon does not take her type of credit card (no notice of any acceptable credit cards has been displayed), nor do they accept personal cheques. In addition, the staff member is distracted by the phone.

1. What are your impressions of the following:
   a) The staff member?
      .................................................................................................................................
   b) The business?
      .................................................................................................................................
   c) The service Ms George received at the POS area?
      .................................................................................................................................

2. How would you respond as the client?
   .................................................................................................................................
3. How would you deal with the situation if you were the operator?

Refer to the *Suggested Answers* section at the end.

Most businesses will have procedures regarding attendance at an active POST. The procedures take various factors into account, such as:

- the type of business
- the layout of the venue
- the roles and responsibilities of staff
- the number of staff
- security.

Clients have high expectations of professionalism and quality service. Your behaviour may make the difference between a client remaining loyal to the business or moving to a competitor.

**Learning and Practical activity A6.2**

1. Discuss your experiences of high quality professional service with your colleagues and list the features below:

2. How can a POS operator make clients feel better about waiting in a queue?

Discuss your answers with your supervisor or trainer.

Inevitably, things happen that cause delay, such as:

- queues of people suddenly appearing
- unexpected staff shortages due to illness
- equipment breakdown
- power failure due to bad weather or accidents.

It is important that you present a professional image under all circumstances.
Learning and Practical activity A6.3

Read the case study below and answer the following questions.

Samantha, a new casual staff member, is having her first training session on the POST. Samantha has had half an hour of training and is not yet confident. The supervisor is called away to take a phone call and there is a sudden rush of clients at the POST.

Samantha manages to serve the waiting clients but is not sure how to complete a gift voucher purchase for the next client. The register roll is showing pink shading and she knows it is about to run out.

1. Identify the problems in this situation.

2. How could the problems be prevented?

Discuss your answers with your supervisor or trainer to check whether you have identified the problems and suggested appropriate strategies to avoid them.

If there is a problem or delay when you on duty at the POS, it is your responsibility to:

- inform the client of the problem
- keep the client informed of the time and steps taken to resolve the problem
- offer alternatives if applicable.

The key to dealing with problems is to disengage, or take a step back. The customer is not really angry with you. Your job is to calm things down, you could try one of the following examples:

- ‘I can understand why you are upset.’
- ‘I’ll get someone to come and deal with that for you.’
- ‘Thank you for pointing that out, we always like to learn how we can improve services.’

If you know that there is going to be a problem, you can try to prepare people before they start to get upset.

For example, you have a lot of customers at a busy POST. One of the staff members is absent and there is no replacement. You know that the customers are going to have to wait quite a while to be served. What can you do? The best thing is to tell people exactly what is going
on. You will be surprised at how helpful and understanding people can be when they are told what's going on.

Try saying:

‘I’m sorry to keep you waiting - I’m on my own as someone called in sick. I’ll try my best to serve you as quickly as possible, but there will be some delay. We are trying to find a replacement’.

**Learning and Practical activity A6.4**

What could you do, to uphold professional service in the following situations?

<table>
<thead>
<tr>
<th>Situations and responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>There are at least six people waiting to be served.</td>
</tr>
<tr>
<td>The client queries the price on a container of eye cream.</td>
</tr>
<tr>
<td>The client demands to see the manager.</td>
</tr>
</tbody>
</table>

Review your answers with your supervisor or trainer to check that you have identified an appropriate response.

The POS area is usually the last point of contact a client has with a business. You can impress the client by being pleasant and providing efficient service, which will leave a positive impression. The client will be more likely to return and may recommend the business to their friends and family.

**Step 7 Complete transaction error records**

We all make mistakes occasionally and even though you try to follow procedures carefully transaction errors will sometimes occur. A professional attitude and manner will help minimize the problem. Transactions errors may include:

- giving incorrect change to a client
- keying inaccurate data into the POST
- having incorrect price labels on goods
- using the wrong voucher for a manual credit card transaction.
From the client’s perspective, an error can be annoying, frustrating and time consuming. If errors are not corrected quickly and to the client’s satisfaction, the client may decide not to return. The reputation of the business may also be affected. An important part of your duties at the POS is to recognize errors, be willing to admit that a problem exists and correct the problem. Knowing what action to take will minimize inconvenience to the client. It will also help you to balance and close the POST for the day.

You need to know how to correct the error or know where to seek help. For example, the manual for the operation of the POST should give details on how to correct inaccurate data so that the read-out of the day’s takings remains accurate. Workplaces may have different procedures for dealing with incorrect change or price labels. Make sure that you know what these procedures are in your workplace. Corrective action should be taken immediately.

Transaction error procedures may include specifications for completing particular documents. These record the details of the error such as type of error, date, time, staff member involved, amounts involved and action taken. Complete this paperwork immediately, while it is fresh in your mind. It is important to have sufficient supplies of the relevant paperwork at the POST.

Learning and Practical activity A7.1

For each of the errors listed below, discuss the steps you would take as corrective and preventative measures with your colleagues and list them below. One example is given.

<table>
<thead>
<tr>
<th>Correcting errors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Error</strong></td>
</tr>
<tr>
<td>Wrong change given to client</td>
</tr>
<tr>
<td>Incorrect data keyed into the POST</td>
</tr>
<tr>
<td>Incorrect price</td>
</tr>
<tr>
<td>Incorrect voucher used for a manual credit card transaction</td>
</tr>
</tbody>
</table>
Check with your supervisor or trainer to ensure you have identified appropriate actions. **Note**: Any corrective action must always be accompanied by a sincere apology to the client for any inconvenience.

In some cases you will have to raise a ‘void’ transaction in order to correct an error. Void transactions processed through the POST are those that do not represent a new transaction with a new client.

Some of the reasons for raising void transactions are:

- the client changes their mind
- the client has insufficient funds to complete the purchase
- the operator has keyed incorrect information into the POST and the system may not be sophisticated enough to simply reverse the transaction.

Void transactions reflect on the POST takings at the end of the day. Paperwork must be completed so that the adjustments can be made at the end of the day to reflect actual sales.

**Step 8 : Maintain adequate supplies of POST documentation**

Effective preparation and good housekeeping at the POST will ensure efficient service. This preparation includes ensuring sufficient supplies of POST documents.

There are many different types of client transaction and methods of paying for products and services. Recording these transactions requires electronically produced documentation or paper documentation. Some transactions may require both, for example a gift voucher for less than the purchase amount. Documentation records the sale and helps to track finances, stock control and the distribution of products.

Documents required at the POST may include:

- cash sales dockets and receipts
- credit card vouchers
- lay-by and gift vouchers
- credit notes
- client return forms
- stock transfer forms
- order forms
- invoices
- void transaction forms
- Cash on Delivery (COD) forms
• delivery dockets
• change slips
• cash float record sheets.

Make sure that you know where supplies of all documentation are kept. Before opening the POST or at quiet periods, restock the supplies at the POST. If you take care to make sure that you have adequate supplies of all the forms required you should never need to interrupt a transaction or cause delays for client.

Learning and Practical activity A8.1

Crossword Point of Sale

CLUES

Across
2. Electronic funds transfer at point of sale (6)
3. A set amount of change that is placed in the register at the beginning of a shift
5. This is closed at all times, except when giving change to a client (4,6)
6. You do this to reverse a transaction error (4)

Down
1. Legitimate forms of money (5,6)
4. Acronym for point of sale terminal (4)
Your Check list:

To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.

<table>
<thead>
<tr>
<th>TASK</th>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have used one Point of Sale Terminal (POST) and can list its features.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the standard opening procedures for a POST.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know the standard closing procedures for a POST.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know my (simulated) workplace cash handing procedures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to process a purchase on the POST.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to void a purchase on the POST.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to provide excellent customer service on a POS.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what documentation is required at the POST.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If a retailer works on a 2.5% profit margin, it would take $4,000 in extra sales to make up for a $100 theft. (or loss through inaccurate paperwork)

Mark Wrice in First Steps in a Retail Career, p224

You have now completed the section which covers how to use a POST correctly from opening the POST, processing sales and closing the POST at the end of the shift. This section included points on how to provide excellent customer service when you are busy and how to keep up the supplies of change and documentation.

NEXT : In the next section you will cover relevant legislation and how to implement the workplace procedures for different types of transactions.
Section B: Perform point of sale transactions

This section deals with the procedures for processing transactions such as cash purchases, EFTPOS, credit card, cheque, lay-by, gift vouchers, exchanges and returns.

The two steps to Perform point of sale transactions are:

Step 1  Apply legislation
Step 2  Implement workplace transaction procedures

What do you think are the consumer’s rights to a refund or exchange?

The price on the product is incorrect by Rs. 20.00 less than the correct price - what are the client’s rights?

Keep these questions in mind as you work through this section.

Step 1 Apply legislation (Theory & Practical)

Workplace policy and procedures incorporate current legislation that affects the business. If you do not follow workplace procedures correctly, you may be breaking the law.

Clients are increasingly aware of consumer rights and the responsibilities of retailers. There are industry codes of practice and consumer laws developed to protect clients and retailers alike.

This legislation includes the Trade Practices Act 1974 which is an Australian Government law. Each State and Territory has matching legislation, which outlines the requirements for:

- receipts to be given to the client
- lay-by requirements
- refund requirements.

Other legislation, which may apply to your work, includes:

- the Privacy Act

Information concerning consumer and business rights is available through the Australian Competition and Consumer Commission (ACCC). Refer to website under suggested resources at the beginning of this learner guide. You can also contact your retail industry association or
the Ministry of Fair Trading in your State or Territory. You should know which codes of practice and consumer laws relate to your work, and how. Penalties for offences under the Fair Trading Act can result in fines of up to $1.1 million for a business and $220,000 for an individual.

The Trade Practices Act 1974 aims to promote competition and fair-trading amongst businesses and to provide protection for consumers. The ACCC provides advice on the interpretation of the law in relation to issues such as the following:

- **Exclusive dealing** - where a supplier attempts to enforce restrictions on the activities of the business. One example of this is full line forcing, where the supplier refuses to supply goods unless the purchaser agrees not to buy goods of a particular kind or description from a competitor. Full line forcing only contravenes the Trade Practices Act if it substantially lessens the competitiveness of the business.
- **Pricing** - fair pricing practices includes advertising special promotional prices, you must be very careful not to mislead the public when advertising reduced or promotional prices.
- **Warranties and refunds** - you must ensure that products and equipment are fit for their purpose, and your refund policy must comply with the legislation. Consumers are entitled to a refund in certain circumstances - it is not legal to have a ‘no refund’ policy.
- **Product safety** - including regulations regarding product information, labelling, defects and liability and product recall legislation.

Breach of the consumer protection provision of the law can result in fines of a maximum of $220,000 for an individual and $1.1 million for a corporation. Breaches of consumer rights include problems with product safety and information.

The ACCC also has a small business contact point with staff that gives assistance to small business owners and employees.

**Learning and Practical activity B1.1**

Find out the details of the Indian acts and laws exacted for fair trade practices

Local ACCC small business contact:

<table>
<thead>
<tr>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Obtain a copy of the latest version of the **summary** of the Trade Practices Act of India. You may obtain this from the website or by visiting local library.
Select one of the following topics:

- exclusive dealing
- pricing
- warranties and refunds
- product safety.

Research your chosen topic and discuss the topic with your colleagues and your supervisor or trainer and make notes about how the legislation for your chosen topic affects the beauty industry.

Topic: ........................................................................................................................................

How this applies to the beauty industry:

........................................................................................................................................
........................................................................................................................................

Check your information with your trainer or supervisor.

**Refunds and exchange**

Your workplace exchange and refund policy is one example of complying with the law.

Occasionally clients make purchases which prove unsuitable or unsatisfactory in some way. In these cases the client may return to request an exchange or refund. You need to understand the workplace policies and procedures and the Trade Practices Act regarding exchanges and returns.

Under the law, the retailer has certain rights and obligations in relation to refunds. A business is not obliged to give a refund in the following circumstance:

- the client changed their mind about a purchase
- the product was sold at a reduced price due to a slight fault, for example torn packaging
- the client does not have proof of purchase
- the client used the product incorrectly.

Clients have a legal right under the Trade Practices Act to ask for a refund in certain circumstances, even when products are purchased as a sale item. A sign that reads ‘Sorry, we do not give refunds’ is illegal. Misleading consumers about their rights is unlawful under the Trade Practices Act.
Clients have a right to expect a refund when:

- the products have a basic fault, which a normal inspection may not reveal at the time of sale
- the products are not fit for the particular purpose stated by the client before the purchase
- the products did not match a sample shown or a description given to the client
- the business made an extra promise about refunds.

In circumstances where the client is entitled to a refund, you may offer an exchange or credit note but cannot insist that the client has no alternative. The client is entitled to receive a refund in cash.

When handling client requests for exchanges or refunds you may need to consider or ask the client some of the following questions:

- Has the client followed the manufacturer’s instructions on how to use the goods? Was the fault due to something the client failed to do?
- Was the fault due to the client’s misuse of the item?
- Has the shelf life or warranty period of the product been exceeded?

**Learning and Practical activity B1.2**

Describe the key aspects of an exchange and refund policy.

Evaluate each of the following cases and determine whether the client is entitled to a refund or exchange according to current legislation.

**Refund procedure problems**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Tick if entitled to a refund</th>
<th>Tick if entitled to an exchange</th>
</tr>
</thead>
<tbody>
<tr>
<td>A client returns a skin care product which they have used twice. The</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>client decided they did not like the fragrance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A client returns a skin care product which they have used twice. The</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>client decided they did not like the fragrance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A client wishes to return a skincare product purchased ten days ago. When they tried the product the client discovered that they had an allergic reaction.

A client returns a make-up kit, which was given to them as a birthday gift. The client does not have the receipt. The products are contained in your workplace packaging and you recognize them as products which were on special at half price three weeks ago.

A client wishes to return a bottle of nail polish as it has lumps in it.

Check with your supervisor or trainer to ensure you have identified appropriate policies and procedures for processing exchanges and refunds.

Workplace policies also incorporate the Privacy Act. This Act covers the safe storage of client details and this is particularly important when you perform credit transactions. The credit slip has all the details of the client’s card and must be stored securely. Cheque transactions may require you to add the client’s address or driver’s licence number to the back of the cheque. Again, these personal details must be stored securely.

Ask your supervisor or trainer to explain exactly which laws and codes of practice relate to your particular role, and how. Make sure that you understand completely what your responsibilities are in relation to codes of practice and consumer laws.

**Learning and Practical activity B1.3**

Pair up with another student or colleague to complete this next task. Compare the information you gather.

1. Research a local beauty business and list the legislation and codes of practice that apply.
   a) Type of workplace:
   
   .................................................................

   b) Legislation and codes of practice that apply:
   
   .................................................................
2. Find out how these codes and consumer laws are put into practice. Describe your findings below.

Discussion your answers with your supervisor or trainer to check that you have identified the correct legislation and described accurately how they are put into effect in a workplace.

There are various sales transaction options available to clients and businesses. In addition to cash sales, the POST offers multiple ways for clients to pay for their purchases and for workplaces to complete a sale.

Options available to clients include:

- credit (for example, Master Card, Visa, Diners Card, American Express)
- cheques
- EFTPOS
- gift vouchers
- deferred accounts.

Offering a wide range of payment options gives flexibility to clients and may result in increased sales. However, it costs the business money to offer EFTPOS and credit card transactions. Some workplaces may choose not to offer some types of transaction and place limits on other types of transaction.

Workplace policies may cover the following:

- the types of credit card accepted
- a credit card floor limit, this is the maximum amount that may be processed on a credit card without authorisation
- credit card surcharges
- EFTPOS cash withdrawal limits
- personal cheque limits
- gift voucher change limits
- change given for exchanges and refunds.

Workplace policy for POST transactions should incorporate all relevant legislation. It is important to check that you know the current policy as these may change from time to time when the law changes.
Learning and Practical activity B1.4

Discuss the following types of transaction policy with your colleagues and identify examples of the limits set by different businesses in the table below.

<table>
<thead>
<tr>
<th>Transaction type</th>
<th>Business name</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit card floor limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EFTPOS cash withdrawal limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal cheque limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gift voucher change limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change given for exchange or refunds</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Review your responses with your trainer or supervisor as they may have more information to add.

Step 2 Implement workplace transaction procedures

Transaction options identified previously include cash sales, EFTPOS, credit card, cheques and gift vouchers. You need to understand how to process each of these types of transaction efficiently.

Cash sales

The steps in processing a cash transaction will vary between workplaces according to the nature of the business and the type of POST equipment. There are four key steps that all cash transactions should incorporate:
agreeing on the price and amount tendered
registering the sale
handling money correctly
farewelling the client.

The key to successful processing of cash sales is a consistent approach used by all staff.

Learning activity B2.1
Make notes below on how mistakes can be avoided during the cash transactions. Include a list of effects on the business or client when mistakes occur.

<table>
<thead>
<tr>
<th>How mistakes can be avoided</th>
<th>Effects of mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Refer to suggested answers at end.

EFTPOS sales
Electronic Funds Transfer at Point of Sale (EFTPOS) allows clients to purchase goods and withdraw cash from their account through the POST. The cards used for this function are called debit cards. The advantages of using EFTPOS include:

- speed of transaction
- instant authorization
- money is transferred to the business account immediately
- the client can withdraw cash (depending on store policy)
- convenient and secure for the client as they do not need to carry cash.

The steps taken in processing an EFTPOS transaction depend on workplace procedures and the type of POST. More sophisticated POSTs are linked to the banking system and allow the sale and cash withdrawal to be completed in one process. Less sophisticated POSTs will not have the bank link and a separate EFTPOS terminal must be used for the cash withdrawal.
Most procedures for EFTPOS transactions involve the following steps:
- swiping the card through the POST
- asking the client for account type and the amount of cash withdrawal, if applicable
- entering the details of the transaction
- asking the client to check the amount on the EFTPOS pad window, enter their unique Personal Identification Number (PIN) and press the OK button.

**Credit card sales**

The sale of products and services on credit means simply that the client is able to buy something now and pay for it later. Credit is available through cards such as:
- Master Card
- Visa
- Diners Club Card
- American Express.

Businesses may impose restrictions on the use of credit cards. For example, you may have to ring the credit card authorizing centre for an authorisation number if the purchase price is over a certain amount, often referred to as the floor limit.

**Learning and Practical activity B2.2**

There are advantages and disadvantages for both the client and the business when credit is used. Discuss with fellow students or colleagues and complete the following table:

<table>
<thead>
<tr>
<th>Credit in the salon/store</th>
<th>Client</th>
<th>Salon/store</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disadvantages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Refer to the *Suggested Answers* section at the end.

A very large business, such as a department store with an in-store salon, may offer in-house credit. This is operated entirely within the business and includes store credit cards, payment by installment and 7, 14 or 30-day accounts or invoices.

Third party credit is controlled by an institution external to the business such as a bank or credit union. This is the more usual type of credit and includes bank credit cards such as Visa and MasterCard and private label credit cards such as American Express or Diners Club.
Procedures for processing payments using a credit card may include:

- Checking that the credit card is accepted by the business.
- Checking the expiry date on the card.
- Checking the first four embossed digits are the same as the printed digits.
- Checking that the card has the signature of the client on it, if not ask the client to sign it in front of you.
- Checking that the card belongs to the person, that is, check title on the card.
- If unsure, ask for further identification.
- Checking against the stolen or fraudulent credit card list in the workplace to ensure that the card is valid.
- Processing of payments immediately which are under the floor limit.

Phoning for authorization of a transaction before processing. Note: the authorizing centre operator should give you an authorisation number, which must be recorded with the transaction. The authorization confirms that there are sufficient funds in the account at that particular moment. It is a temporary approval of the transaction, not a final approval.

- Checking the client’s signature on the documentation against the signature on the card.
- Checking that approved is written on the voucher.

Cheque sales

Handwritten cheques are becoming less common. The procedures for completing a transaction by cheque will vary depending on whether the business uses a cheque guarantee company. These companies offer the same type of service as the credit card authorization centre, providing temporary approval of the transaction.

Procedures for accepting a payment by cheque may include:

- Obtaining information and identification from the client, and writing these on the back of the cheque. These details may include:
  - Full name
  - Home address
  - Home telephone number
  - Driver’s license number and expiry date.
- Ensuring that the client signs the cheque in front of you
- Confirming the amount on the cheque is the same in words and numbers
- Checking that it is made out to the right company name
● If the client needs to make a correction then ensuring that they initial any changes
● If the cheque is from an overseas bank, then you should call your supervisor to check if the procedures you have followed are correct

**Learning and Practical activity B2.3**

Research a local beauty business and ask them to explain their procedures for processing cheque payments. If the businesses you approach do not accept cheque payments, find out the reason/s.

Use the information to write a procedure for processing cheque payments.

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-------------------------------------------------------------------------------------------------------------------------------------

-------------------------------------------------------------------------------------------------------------------------------------

-------------------------------------------------------------------------------------------------------------------------------------

Check with your supervisor or trainer to ensure you have identified all the steps necessary when processing a cheque payment.

**Gift vouchers**

As a further service to the client and a great selling tool, some businesses offer gift vouchers. Clients can purchase a gift voucher to a particular value for a friend or relative, or use it themselves at a later date. The procedures for processing the purchase of a gift voucher are similar to those for any other product or service. When the gift voucher is redeemed in exchange for products or services, most businesses will have policies in place to prevent giving cash as change.

Some businesses tender another gift voucher as change if the difference between the price of the purchases and the original gift voucher is Rs. 10.00 or more. For example, if the client has a Rs. 50 voucher and spends only Rs. 20.00 then you should issue another gift voucher for Rs. 30.00 rather than give cash change.

When a client has multiple vouchers, for example, 5 x Rs. 10.00 gift vouchers and spends Rs. 45.00 on products or services then each voucher must be validated individually.

**Strategies to ensure correct transactions**

One way to ensure that transactions proceed without error is to speak while you perform each action. This helps to reduce the number of errors made and keeps the client informed. Aspects
of a transaction that could be spoken out loud include:

- the price of each item: 'so, you’re taking the hand-cream at thirty five dollars and ninety five cents and the nail polish at fifteen dollars and ninety five cents'
- the total price of the sale: ‘that makes a total of fifty one dollars and ninety cents, please’
- the type of sale/payment: ‘are you paying with cash?’
- the amount tendered or given to you by the client: ‘so that’s seventy dollars in cash, thanks’
- the amount of change given back to the client: ‘and there’s eighteen dollars and ten cents in change, thank you.’

Learning and Practical activity B2.4
What benefits are there in vocalizing this type of information?

Refer to the Suggested Answers section at the end of this guide.

The final step in the sales procedure is tendering change to the client. The workplace policy on cash handling procedures will identify exactly how you should provide change.

The generally followed process of rounding off the cash in India, is where if the amount is less the 50p then the amount is rounded down to same rupee otherwise it is rounded of to next rupee.

For example:

<table>
<thead>
<tr>
<th>Exact change amount</th>
<th>Change given</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs. 12.41</td>
<td>Rs. 12.00</td>
</tr>
<tr>
<td>Rs. 16.22</td>
<td>Rs. 16.00</td>
</tr>
<tr>
<td>Rs. 3.03</td>
<td>Rs. 3.00</td>
</tr>
<tr>
<td>Rs. 6.94</td>
<td>Rs. 7.00</td>
</tr>
<tr>
<td>Rs. 25.76</td>
<td>Rs. 26.00</td>
</tr>
<tr>
<td>Rs. 1.87</td>
<td>Rs. 2.00</td>
</tr>
</tbody>
</table>
Learning activity B2.5

Why is it important to give the correct change to clients?

Complete the following calculations according to policy you have just outlined.

<table>
<thead>
<tr>
<th>Amount Tendered</th>
<th>Total of sale</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs. 50.00</td>
<td>Rs. 19.18</td>
<td></td>
</tr>
<tr>
<td>Rs. 150.00</td>
<td>Rs. 114.97</td>
<td></td>
</tr>
<tr>
<td>Rs. 20.00</td>
<td>Rs. 8.53</td>
<td></td>
</tr>
<tr>
<td>Rs. 70.00</td>
<td>Rs. 60.01</td>
<td></td>
</tr>
<tr>
<td>Rs. 100.00</td>
<td>Rs. 93.86</td>
<td></td>
</tr>
<tr>
<td>Rs. 100.00</td>
<td>Rs. 42.65</td>
<td></td>
</tr>
</tbody>
</table>

Refer to the Suggested Answers section at the end.

Most electronic POSTs calculate the change to be given to the client. However, you may find some POSTs do not round up or down. Some workplaces still have manual registers, in this case you always have to calculate the change yourself – and check it very carefully.

An effective method of ensuring you are giving the client the correct amount of change is by using the count back system. This is where you simply count the change back to the client rather than just give it to them. This acts as a double check to minimize errors.

Your Checklist:

To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.
### Task:

<table>
<thead>
<tr>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can list the legislation which protects consumers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a copy of the Fair Trading guidelines for my State or Territory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know what the consumer and the business rights and responsibilities are in relation to refunds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can process a credit card and debit card payment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can process a cash payment and can confidently count back the change to the client.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can process a sale where the client presents gift vouchers for payment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can process a sale paid by cheque.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to correctly ‘round up’ and ‘round down’ change to the client.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

The preferred name for Australian currency, dollar, was approved in 1963. Other names considered by the Government of the time were royal, merino and austral.

---

You have now completed the section which covered applying legislation and workplace procedures to a sales transaction. In this you looked at consumer rights and business responsibilities, including the correct procedures for refunds. You also covered how to complete a sales transaction using various forms of payment.

NEXT: In the next section you will take a closer look at the paperwork you need to complete to process credit card sales. You will also look at Cash Sales dockets, paperwork for advance orders, how to complete refund slips and the important aspect of being attentive to the client at the POST.
Section C: Complete Sales

This section deals with workplace policy, standards and procedures for filling in the administrative paperwork involved in processing client sales. These include credit vouchers, cash sales docket or receipts, order forms and refund slips. Section C also covers strategies for completing client sales in a timely manner.

The two steps to Complete sales are:

**Step 1** Complete POS documentation

**Step 2** Process client sales in a timely manner

Is your writing accurate and legible?
Are you good at getting details right?
Is there room for improvement?
Keep this in mind as you read through the next section.

Step 1 Complete client POS documentation

When processing client transactions, you will often need to complete some form of documentation. In Section A, you identified the types of documentation you may need to use throughout the day. You need to make sure that you fill out the documents correctly, this will involve:

- writing neatly
- being accurate
- double-checking the information
- knowing what to do if a mistake is made
- knowing where to store the completed documentation. The main documents common to most workplaces are:
- credit card vouchers (Master Card, Visa Card etc)
- cash sales docket or receipts
- order forms
- refund slips.
Credit card vouchers

It is important that you are aware of the manual system for processing any credit card transactions. You may have to use this alternative if there is a system failure or the client’s card is damaged and will not register when ‘swiped’.

Processing a credit card transaction using a manual imprint machine involves the following actions:

1. Check the card against the fraudulent and stolen cards master list supplied by the card companies.
2. Check the card validity dates.
3. Select the correct voucher for the card type and validate the voucher through the imprint machine.
4. If the total purchase amount exceeds your store floor limit, phone the authorisation centre and note of the authorisation number in the space on the voucher.
5. Check that all copies of the voucher are clear and complete.
6. Ask the client to sign the voucher.
7. Check the client’s signature against the signature on the card.
8. Give the customer copy to the client and return the card.
9. Place the voucher in the correct compartment of the POST.

Learning and Practical activity C1.1

Use the information given below to complete the documents provided on the next four pages. Credit card voucher:
1. Ms Geeta is making a purchase on her Visa card. The purchase is for skincare products totaling Rs. 179.50. Her card number is 5353 4369 2002 1439 and the expiry date is December 2012.

<table>
<thead>
<tr>
<th>QTY</th>
<th>Description</th>
<th>Rupees</th>
<th>Paisa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Credit Card Sales Voucher**

DEPT: Clerk Int:  
Total Rs.  

Card details  
Card type (tick one):  
Card number  
expiry  
Cardholder’s signature  

*I acknowledge receipt for services and goods and liability for charges as recorded hereon.*
2. Mr Sivanathan is purchasing a gift for his wife for Christmas. He is not sure what to buy for her so he wants to purchase a gift voucher for Rs. 200.00. Mr Sivanathan is paying for the gift voucher using his Diners Club Card. The Diners Club Card number is 6547 5438 9654 1223, expiry April 2012.

```
<table>
<thead>
<tr>
<th>QTY</th>
<th>Description</th>
<th>Rupees</th>
<th>Paisa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sales voucher 55858293

AUTHORISATION No. DAY/MONTH/YEAR

<table>
<thead>
<tr>
<th>DEPT:</th>
<th>Clerk Int:</th>
<th>Total Rupees</th>
</tr>
</thead>
</table>

Card details

Card type (tick one): □ MasterCard □ Visa □ Diners Club Card

Card number ________ expiry ________

Cardholder’s signature ______________________

I acknowledge receipt for services and goods and liability for charges as recorded hereon.

Credit Card Sales Voucher (Manual transactions)
Cash Sales Docket/Receipt:

Emma Peel is purchasing the following items with cash:

- 2 x blue mascara @ 15.00 each
- 1 x Soft lit Beige foundation @ Rs. 34.95
- 1 x Youth Essence cleanser @ Rs. 45.50
- 1 x Youth Essence toner @ Rs. 42.50
- 1 x Youth Essence moisturizer @ Rs. 42.87.

Your POST is not working and you are completing hand written receipts.

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Rs.</th>
<th>ps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 x blue mascara</td>
<td>30.00</td>
<td></td>
</tr>
<tr>
<td>Soft lit Beige foundation</td>
<td>34.95</td>
<td></td>
</tr>
<tr>
<td>Youth Essence cleanser</td>
<td>45.50</td>
<td></td>
</tr>
<tr>
<td>Youth Essence toner</td>
<td>42.50</td>
<td></td>
</tr>
<tr>
<td>Youth Essence moisturizer</td>
<td>42.87</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal
VAT
Total
Order form:

Rafidah Aziz wants to order three types of product:

- one bottle of exfoliating body polish, product code 12345, at Rs. 45
- one bottle of regenerating nail oil, product code 98765, at Rs. 23.95
- two bottles of foaming facial cleanser, product code 45632, at Rs. 29.00.

Rafidah’s home phone number is 9555 5655. She will collect the products when they arrive. Rafidah is paying 10% to confirm the order.

<table>
<thead>
<tr>
<th>Qty</th>
<th>Code</th>
<th>Description</th>
<th>Unit price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sub Total + VAT

Sub Total including VAT

Deposit 10%

Balance

Order form
Refund slip:
Pauline Dewar is returning the skincare products that she purchased three weeks ago. Her doctor advised her that these products caused her recent allergic rash. She paid cash for the products. The products were:

- 1 x Youth Essence Cleanser Rs. 55.00
- 1 x Youth Essence toner Rs. 45.00
- 1 x Youth Essence moisturiser Rs. 48.60.

CASH REFUND SLIP
Babel Beauty
5 Smith St
Oldtown Qld

<table>
<thead>
<tr>
<th>Qty</th>
<th>Description</th>
<th>Total Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total amount returned to client: ____________________________

I hereby agree that the following items were purchased by myself and were unsuitable for use. No further refunds will be issued.
Client Name: ________________________________________________
Address: _____________________________________________________
________________________________________________________________
________________________________________________________________
Client Signature _____________________________________________
Authorized by________________________________________________
       DATE        /       /

Refer to the *Suggested Answers* section at the end.
Step 2 Process client sales in a timely manner

Processing client sales without undue delay shows that you respect the client and understand that they are busy and need to get on with other activities. Clients appreciate your consideration in assisting them quickly.

If the POST is positioned in the area where incoming calls are taken, make sure that you ask the caller to hold while you finalize a transaction. Never keep a client waiting to make a purchase while you deal with a client on the phone.

If a queue of clients builds up and there is person in the salon who can help you then you should ask for their assistance. If there is not another person explain to the waiting clients that you are aware that they are waiting and you will work as quickly as possible to assist each person.

Learning activity C2.1

What are the benefits to both clients and the business in processing sales transactions without delay?

Refer to the Suggested Answers section at the end.

Your Check list:

To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.

<table>
<thead>
<tr>
<th>TASK:</th>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to process a manual credit card charge.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to process an electronic card payment.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I know how to fill out a Cash Sale Docket/Receipt.

I know how to fill out an order form.

I know how to fill out a Refund Slip.

I know how to process sales in a timely manner to meet the customer service needs of my clients.

I can process a sale paid by cheque.

I know how to correctly ‘round up’ and ‘round down’ change to the client.

*Figures from the Australian Payments Clearing Association (APCA) show the credit card fraud rate was 45 cents per $1000 in 2007, but in 2008 it had climbed to 53%.*

*In comparison, fraud on cheques remains very low, with less than 1 cent in fraud for every $1,000, and only 4 fraudulent transactions out of every 1 million.*

You have now completed the section on how to complete POS documentation. This included a section on how to manually complete credit card sales when the ‘system’ is down. You also covered how to process client sales in a timely manner.

**NEXT**: In the following section you will look at how and when you should remove takings from a POST and how to ‘balance’ the takings at the end of a shift.
Section D: Remove and reconcile takings

This section deals with workplace policy and procedures for emptying the takings from the POST, separating the required float for the next day, obtaining a reading of the takings, counting cash and non-cash takings, balancing the takings with the POST reading and recording the takings accurately.

The two steps to Remove and reconcile takings are:

Step 1 Remove takings from a POST
Step 2 Reconcile takings

Ask five friends how they usually pay for goods and services. They probably pay using a credit or debit card.

Vouchers from these transactions are as valuable to the business as cash.

Keep this in mind as you work through this section.

Step 1 Remove takings from a POST

Depending on the size of the workplace, the POST takings may be removed periodically during the day, or only at the close of business. In very large workplaces each staff member has a drawer, which they remove, at the end of their shift. The person taking over the POST will bring his or her own drawer containing an opening cash float.

When removing the takings from the drawer, the cash float must be separated in the denominations required for the opening float. You should refer to the cash float record sheet used in the workplace, such as the one below:

<table>
<thead>
<tr>
<th>Notes</th>
<th>Number</th>
<th>Amount</th>
<th>Coins</th>
<th>Number</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs. 100.00</td>
<td></td>
<td></td>
<td>Rs. 2.00</td>
<td>5</td>
<td>Rs. 10.00</td>
</tr>
<tr>
<td>Rs. 50.00</td>
<td>1</td>
<td>Rs. 50</td>
<td>Rs. 1.00</td>
<td>40</td>
<td>Rs. 40.00</td>
</tr>
<tr>
<td>Rs. 20.00</td>
<td>3</td>
<td>Rs. 60</td>
<td>50p</td>
<td>20</td>
<td>Rs. 10.00</td>
</tr>
<tr>
<td>Rs. 10.00</td>
<td>8</td>
<td>Rs. 80</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rs. 5.00  9  Rs. 45

<table>
<thead>
<tr>
<th>Total Notes</th>
<th>Total Coins</th>
<th>Rs. 60.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Notes</td>
<td>Rs. 235.00</td>
<td></td>
</tr>
<tr>
<td>Float Total</td>
<td>Rs. 295.00</td>
<td></td>
</tr>
</tbody>
</table>

The opening float may be locked away for security or left locked in the POST, depending on workplace procedures.

You need to read or print out the total amount of overall sales during the trading period. Some types of POST provide more detail than others. Each different type of POST will have specific instructions for obtaining the print out or reading of the takings.

**Learning and Practical activity D 1.1**

Refer to the POST manuals used in section A and identify the steps required to obtain the POST reading in two different types of POST. Explain the procedures in your own words, below:

**POST type 1**


**POST type 2**


Practice the steps involved in producing a POST reading on equipment provided or arranged by your supervisor or trainer.

Ask your supervisor or trainer for feedback on your implementation of the procedures and practice any steps that you need to improve.

**Step 2 Reconcile takings**

Reconciling, or balancing, the takings involves counting the cash and non-cash tender, matching the actual takings to the POST reading and documenting the takings accurately. In large workplaces cash may be counted by staff in the cash office or by the manager. In smaller workplaces staff may rotate the task.
Counting and reconciling POST takings must be done carefully and accurately. Take your time, be methodical and avoid mistakes. The takings must balance with the POST reading. If you make an error, it can be frustrating and time consuming trying to track and correct it.

When counting cash:

- ensure that you are in a safe location away from the public and with minimal distractions
- group each denomination of coins and notes and place them in separate bags and or secure with a rubber band
- separate the different types of non-cash transactions into categories such as cheques, credit vouchers, debt vouchers, etc
- where a refund has been given or a transaction voided, make sure that the amounts refunded or voided have been deducted from the day’s takings when balancing your POST.

Cash is usually divided into denominations in the following amounts:

<table>
<thead>
<tr>
<th>Grouping notes and coins</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notes groupings</strong></td>
</tr>
<tr>
<td>When counting notes, group them as follows:</td>
</tr>
<tr>
<td>10 x Rs.100 notes (Rs.1000.00)</td>
</tr>
<tr>
<td>10 x Rs.50 notes (Rs.500.00)</td>
</tr>
<tr>
<td>10 x Rs.20 notes (Rs.200.00)</td>
</tr>
<tr>
<td>10 x Rs.10 notes (Rs.100.00)</td>
</tr>
<tr>
<td>10 x Rs.5 notes (Rs.50.00)</td>
</tr>
<tr>
<td>25 x Rs.2 coins (Rs.50.00)</td>
</tr>
<tr>
<td>20 x Rs.1 coins (Rs.20.00)</td>
</tr>
<tr>
<td><strong>Coin groupings</strong></td>
</tr>
<tr>
<td>When counting coins, group them into the following amounts:</td>
</tr>
<tr>
<td>25 x Rs.2 coins (Rs.50.00)</td>
</tr>
<tr>
<td>20 x Rs.1 coins (Rs.20.00)</td>
</tr>
<tr>
<td>20 x 50 paisa coins (Rs.10.00)</td>
</tr>
</tbody>
</table>

Some banks stipulate the method of packaging coin and notes. For example, notes should all be stacked the same way round, with windows to the left and the identity head facing up. For coins, banks may provide their customers with small plastic bags, or paper strips to roll around a specified amount.

If you prepare your cash in these grouping, and double-check the groupings before bagging, rolling or banding, the final count will be more efficient.
Learning activity D2.1

List the procedures you may be required to follow when counting cash.

Check with your supervisor or trainer to ensure that you have identified appropriate cash counting procedures.

When counting and recording the totals of the takings in each denomination, you may use a form similar to the one below. After counting each denomination, you should immediately write the total in the space provided. Add the cash amounts and write the sum in the space for the sub-total. Then enter the float amount, and subtract this from the sub-total. This leaves the total amount of cash takings to be banked.

<table>
<thead>
<tr>
<th>Cash</th>
<th>Amount</th>
<th>Non-Cash</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.100</td>
<td></td>
<td>MasterCard</td>
<td></td>
</tr>
<tr>
<td>Rs.50</td>
<td></td>
<td>Visa card</td>
<td></td>
</tr>
<tr>
<td>Rs.20</td>
<td></td>
<td>Diners</td>
<td></td>
</tr>
<tr>
<td>Rs.10</td>
<td></td>
<td>AMEX</td>
<td></td>
</tr>
<tr>
<td>Rs.5</td>
<td></td>
<td>Cheque</td>
<td></td>
</tr>
<tr>
<td>Rs.2</td>
<td></td>
<td>Gift vouchers</td>
<td></td>
</tr>
<tr>
<td>Rs.1</td>
<td></td>
<td>Credit notes</td>
<td></td>
</tr>
<tr>
<td>50paisa</td>
<td></td>
<td>EFTPOS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Sub - Total

Minus float:

TOTAL

<table>
<thead>
<tr>
<th>Register reading:</th>
<th>Total cash:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minus voids:</td>
<td>Total non-cash:</td>
</tr>
</tbody>
</table>
Particular care must be taken when dealing with non-cash items. Some credit vouchers and other non-cash documents are flimsy. If these are damaged or lost then the business may lose significant amounts of revenue. Non-cash items may not look like ‘real money’ but they represent cash and should be treated in the same way.

In Step 1, you separated the non-cash documents from the cash takings and divided them into categories. You need to check these now to ensure that each document has been completed correctly. For example, workplace procedures for accepting a cheque may include obtaining the address and phone number of the client; credit vouchers should have the card expiry date circled to show that you have verified that the card is still valid. Check to see that all the required information has been written on these documents. If information is missing it may be possible to contact the client to complete the details. You should also take steps to ensure that you gather all the required information in the future.

**Learning activity D2.2**

List the non-cash transactions that may be acceptable in a workplace. Next to each of these list the key items of information that should be noted on the non-cash documentation and checked during POS reconciliation.

<table>
<thead>
<tr>
<th>Transaction document</th>
<th>Key information to check on the documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Cards</td>
<td>● client card imprint readable (full account number)</td>
</tr>
<tr>
<td></td>
<td>● client signature</td>
</tr>
<tr>
<td></td>
<td>● total of sale noted</td>
</tr>
<tr>
<td></td>
<td>● date noted</td>
</tr>
</tbody>
</table>

Check with your supervisor or trainer to ensure you have identified key information for non-cash transactions.

Non-cash payments will continue to increase with advancing technology. It is important that you know how to process these payments correctly and that errors are easily identified. Errors in processing non-cash payments may cause lost revenue. Fraudulent use of credit and debit...
cards is a major concern for all businesses. It is very important to check the validity and ownership of all credit cards before processing a transaction.

Reconciling means matching the total day’s takings with the sales recorded by the POST. Take the reading from the POST and subtract any voids or refunds processed during the reading period. After removing the float the resulting amount should equal the total takings.

If these amounts are not equal you need to look for errors. Check the following:

- Are there any incorrect calculations on the register balance form?
- Have you used the final reading for the day?
- Have you included all the voids and refunds processed during the day?
- Have you counted the cash correctly?
- Have you counted the non-cash transactions correctly?
- Is the number of non-cash transactions correct?

**Learning and Practical activity D2.3**

Use the following information to complete the register balance form over the page. From this information, work out the following:

1. The total amount of takings for the day = Rs. _______
2. The break-up of cash and non-cash transactions received during the day
   - Cash = Rs. _______
   - Non-cash = Rs. _______
3. The total amount of refunds that were processed during the day = Rs. _______
4. The total amount of voids that were processed during the day = Rs. _______

<table>
<thead>
<tr>
<th>Cash in Register</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>50 x Rs.2.00 coins = Rs.100.00</td>
</tr>
<tr>
<td>10 x Rs.100 notes =Rs.1000.00</td>
</tr>
<tr>
<td>25 x Rs.1.00 coins = Rs.25.00</td>
</tr>
<tr>
<td>20 x Rs.5.00 notes = Rs.100.00</td>
</tr>
<tr>
<td>4 x Rs.10.00 notes = Rs.40.00</td>
</tr>
<tr>
<td>20 x Rs.20.00 notes = Rs.400.00</td>
</tr>
</tbody>
</table>
Refunds | Voids
---|---
Rs.3.50 | Rs.15.00
Rs.15.90 | Rs.1.30

The cash float in your register is Rs.150.00

<table>
<thead>
<tr>
<th>Cash</th>
<th>Amount</th>
<th>Non-Cash</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.100</td>
<td></td>
<td>Master Card</td>
<td></td>
</tr>
<tr>
<td>Rs.50</td>
<td></td>
<td>Visa card</td>
<td></td>
</tr>
<tr>
<td>Rs.20</td>
<td></td>
<td>Diners</td>
<td></td>
</tr>
<tr>
<td>Rs.10</td>
<td></td>
<td>AMEX</td>
<td></td>
</tr>
<tr>
<td>Rs.5</td>
<td></td>
<td>Cheque</td>
<td></td>
</tr>
<tr>
<td>Rs.2</td>
<td></td>
<td>Gift vouchers</td>
<td></td>
</tr>
<tr>
<td>Rs.1</td>
<td></td>
<td>Credit notes</td>
<td></td>
</tr>
<tr>
<td>50 paisa</td>
<td></td>
<td>EFTPOS</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
<td></td>
</tr>
<tr>
<td><strong>Sub - Total</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Minus float:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Register reading: Total cash:
Minus voids: Total non-cash:
Minus refunds: Total takings:

Refer to the *Suggested answers* section at the end
It is important for you to complete this documentation accurately on a daily basis and to store it securely in the right place.

**Your Check list:**

To review this section you should complete the following checklist. You can also ask another student or a client to provide feedback, get them to use the third party column.

<table>
<thead>
<tr>
<th>TASK</th>
<th>Yes, I can do this</th>
<th>Third party feedback</th>
<th>No, requires more practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to get a print out of total takings for the day or shift.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to separate the float from the takings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to group notes and coins correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to record the POST cash and non cash items.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to balance a POST.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to process sales in a timely manner to meet the customer service needs of my clients.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can process a sale paid by cheque.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know how to correctly ‘round up’ and ‘round down’ change to the client.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**The original Point of Sale Terminals**

The first cash register was invented by James Ritty following the American Civil War. He was the owner of a saloon in Dayton, Ohio, USA, and wanted to stop employees from pilfering his profits. He invented the Ritty Model I in 1879. The first registers were entirely mechanical, without receipts. The employee was required to ring up every transaction on the register, and when the total key was pushed, the drawer opened and a bell would ring, alerting the manager to a sale taking place. Those original machines were nothing but simple adding machines.

Check out the Wikipedia entry at http://en.wikipedia.org/wiki/Cash_register
In this section you covered how to balance the POST at the end of a shift and how to carefully and accurately account for all cash and non cash items.

**Suggested Answers**

**Learning and Practical activity A1.1**

1. **Activities that may occur at the POS.**
   Your list could include:
   - Record goods selected by clients
   - clients pay for goods
   - complete payment transactions on POST
   - complete payment transactions on paper
   - answer enquiries
   - process returns and exchanges
   - handle telephone enquiries
   - make, change or cancel appointments.

2. **Importance of the POS area.**
   The POS is important to the beauty industry because:
   - this is the point at which the actual cash/payment is collected from the customer and a legal receipt is provided for the payment
   - it is a point of contact for clients – you can make a good first and last impression
   - it enables the monitoring of service and product feedback from clients
   - it acts as a focal point where the business can promote special prices and services
   - it acts as a point where clients can register queries or complaints.

**Learning and Practical activity A1.2**

**Possible features and functionalities available on the POST may include:**
- opening procedure
- closing procedure
- taking register reading throughout the day and at the end of the day
- sales procedures
- refund and exchange procedures
- training purposes functions
● processing voids
● calculating change
● tracking stock
● automatic ordering
● business analysis and reporting functions.

Learning and Practical activity A3.1

Potential security risks include:
● POST unattended
● removal of excess cash
● obtaining change for POST
● drawer left open.

Security strategies may include:
● minimum cash kept in POST
● removal of excess cash and non-cash from POST
● lock POST while unattended
● entire float kept in POST
● additional change for POST kept in secure place, perhaps a back office.

Learning and Practical activity A5.2

<table>
<thead>
<tr>
<th>Denomination</th>
<th>Cash tendered</th>
<th>Change required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.100</td>
<td>Rs.200.00</td>
<td></td>
</tr>
<tr>
<td>Rs.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rs.20</td>
<td></td>
<td>Rs. 100.00</td>
</tr>
<tr>
<td>Rs.10</td>
<td>Rs. 20.00</td>
<td></td>
</tr>
<tr>
<td>Rs.5</td>
<td></td>
<td>Rs.50.00</td>
</tr>
<tr>
<td>Rs.2</td>
<td></td>
<td>Rs.50.00</td>
</tr>
</tbody>
</table>
### Learning and Practical activity A6.1

The operator may have been trying to serve the clients as quickly as possible but was not interested in Ms Currie’s situation and did not offer alternatives or try to assist Ms Currie further. The operator is also not interested in their job or the salon as every lost sale, and more importantly lost client, is detrimental to the future of the salon.

The salon was not of any service to the client as there was no display as to the credit options available; this also shows a lack of organization. Flexibility and keeping the client informed are two important aspects of client service and repeat business.

The service Ms Currie received at the POS was very negative; she was only given information of what cannot happen and will leave the salon with a negative impression.

Dissatisfied clients usually do not return and often tell more than one person about the poor service they received.

You could explain that the salon does not take this credit card and why, and try to work out some other form of payment that will suit both the client and the salon. The client could be advised of the location of nearby Automatic Teller Machines (ATM) or banks, which may assist the client in obtaining cash. Additionally offer to put the goods away for the client until alternative payment arrangements can be made.

Be as helpful as possible and make suggestions so that the client can complete their purchase.
Learning activity A8.1 Crossword Point of Sale

Learning activity B2.1

<table>
<thead>
<tr>
<th>How mistakes can be avoided</th>
<th>Effects of mistakes</th>
</tr>
</thead>
<tbody>
<tr>
<td>make sure that the drawer is closed after each transaction</td>
<td>loss of profit incorrect balance client dissatisfaction</td>
</tr>
<tr>
<td>acknowledge additional clients and ask them to wait while you finish the first transaction</td>
<td>possibility of having all money snatched from the register</td>
</tr>
<tr>
<td>do not allow others to distract you when handling cash, be accurate keying in the amount tendered so that mistakes will not occur</td>
<td></td>
</tr>
<tr>
<td>put amount tendered on the slab prior to giving change and into cash drawer upon presentation of change to the client.</td>
<td></td>
</tr>
<tr>
<td>count change back to client</td>
<td></td>
</tr>
</tbody>
</table>
Learning activity B2.2

<table>
<thead>
<tr>
<th>Credit in the salon/store</th>
<th>Client</th>
<th>Salon/store</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages</strong></td>
<td>Can buy goods and enjoy services without having to wait until they have the money.</td>
<td>Increases sales due to impulse buying.</td>
</tr>
<tr>
<td></td>
<td>Convenient – no need to carry large amounts of cash.</td>
<td>Increased sales leads to more profit and this helps to reduce the expenses involved in offering credit.</td>
</tr>
<tr>
<td></td>
<td>Can spread the load of payments.</td>
<td>Can create client mailing lists.</td>
</tr>
<tr>
<td><strong>Disadvantages</strong></td>
<td>Can overcommit themselves.</td>
<td>Possibility of fraud.</td>
</tr>
<tr>
<td></td>
<td>Buy things they do not really need.</td>
<td>Additional costs involved in providing credit and incurring more bad debts.</td>
</tr>
</tbody>
</table>

Learning activity B2.4

Benefits of verbalizing POST information include:

- professional client service
- assist in entering information correctly
- client is kept informed
- client is able to query any aspect
- clear understanding of client and operator
- minimizes errors.

Learning activity B2.5

Importance of giving the correct change to client include:

- client satisfaction
- reduce client complaints
- assist in balancing the register at the end of the day. An appropriate workplace policy would be:
- if the change amount includes less the 50 paisa, then the amount is rounded down to the same rupee.
- if the change amount includes 50p or more then the amount is rounded up to the next rupee.

The correct change amounts are:

<table>
<thead>
<tr>
<th>Amount Tendered</th>
<th>Total of sale</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.50.00</td>
<td>Rs.19.18</td>
<td>Rs.31.00</td>
</tr>
<tr>
<td>Rs.150.00</td>
<td>Rs.114.97</td>
<td>Rs.35.00</td>
</tr>
<tr>
<td>Rs.20.00</td>
<td>Rs.8.53</td>
<td>Rs.11.00</td>
</tr>
<tr>
<td>Rs.70.00</td>
<td>Rs.60.01</td>
<td>Rs.10.00</td>
</tr>
<tr>
<td>Rs.100.00</td>
<td>Rs.93.86</td>
<td>Rs.6.00</td>
</tr>
<tr>
<td>Rs.100.00</td>
<td>Rs.42.65</td>
<td>Rs.57.00</td>
</tr>
</tbody>
</table>
### Learning activity C1.1 Completing POST documentation

**Sales voucher** 55854534

<table>
<thead>
<tr>
<th>QTY</th>
<th>Description</th>
<th>Rupees</th>
<th>Paisa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>night cream</td>
<td>Rs. 179</td>
<td>50</td>
</tr>
</tbody>
</table>

**DEPT:** Clerk Int: JC

**Total Rs.** 179.50

**Card details**

- **Card type** (tick one):
  - [ ] MasterCard
  - [x] VISA
  - [ ] Diners Club Card

- **Card number**: 2342 2343 4565 7654
- **expiry**: 12/12

**Cardholder’s signature**: Ms. Geeta

*I acknowledge receipt for services and goods and liability for charges as recorded hereon.*
### Sales Voucher

**Sales voucher**

<table>
<thead>
<tr>
<th>QTY</th>
<th>Description</th>
<th>Rupees</th>
<th>Paisa</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gift voucher</td>
<td>200</td>
<td>00</td>
</tr>
</tbody>
</table>

**Total Rs.** 200.00

**Card Details**

- **Card type (tick one):**
  - [ ] MasterCard
  - [ ] VISA
  - [x] Diners Club Card

**Card number:** 6547 5438 9654 1223  
**Expiry:** 12/04

**Cardholder’s signature:** V Sivanathan

*I acknowledge receipt for services and goods and liability for charges as recorded hereon.*
<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Rs.</th>
<th>ps.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2 x Blue Mascara @ 15.00</td>
<td>30</td>
<td>00</td>
</tr>
<tr>
<td>2</td>
<td>1 x Foundation Softlit Beige</td>
<td>34</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>1 x Youth Essence Cleanser</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>1 x Youth Essence Toner</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>1 x Youth Essence Moisturizer</td>
<td>42</td>
<td>87</td>
</tr>
</tbody>
</table>

Subtotal 195 37
VAT 19 55
Total 214 92
**ORDER FORM**

To: Rafidah Aziz

Delivery address: Pick up
Phone: 9555 5655

<table>
<thead>
<tr>
<th>Qty</th>
<th>Code</th>
<th>Description</th>
<th>Unit price</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12345</td>
<td>Exfoliating body polish</td>
<td>45.00</td>
<td>45.00</td>
</tr>
<tr>
<td>1</td>
<td>98765</td>
<td>Regenerating nail oil</td>
<td>23.95</td>
<td>23.95</td>
</tr>
<tr>
<td>2</td>
<td>45632</td>
<td>Foaming facial cleanser</td>
<td>29.00</td>
<td>58.00</td>
</tr>
</tbody>
</table>

Sub Total: 105.95
+ VAT: 10.59
Sub Total including VAT: 116.54
Deposit 10%: 11.65
Balance: 104.89
## CASH REFUND SLIP

Babel Beauty
5 Smith St
Oldtown Qld

<table>
<thead>
<tr>
<th>Qty</th>
<th>Description</th>
<th>Total Rs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Youth Essence Cleanser</td>
<td>55.00</td>
</tr>
<tr>
<td>1</td>
<td>Youth Essence Toner</td>
<td>45.00</td>
</tr>
<tr>
<td>1</td>
<td>Youth Essence moisturizer</td>
<td>48.60</td>
</tr>
</tbody>
</table>

Total amount returned to client: 146.60

I hereby agree that the following items were purchased by myself and were unsuitable for use. No further refunds will be issued.

Client Name: ____________________________
Address: ____________________________________________

Client Signature ____________________________
Authorized by ____________________________

**Learning activity C2.1**

Benefits may include:

- efficient service to clients
- clients feel they are respected
- clients are not kept waiting
- enhanced image of salon/store
- increased sales for salon/store.

Learning activity D2.3

<table>
<thead>
<tr>
<th>REGISTER TAKINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: Today’s date</td>
</tr>
<tr>
<td>Time: Today’s time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cash Amount</th>
<th>Non-Cash Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rs.100 1000.00</td>
<td>MasterCard 230.00</td>
</tr>
<tr>
<td>Rs.50 1000.00</td>
<td>Visa card 470.00</td>
</tr>
<tr>
<td>Rs.20 400.00</td>
<td>Diners</td>
</tr>
<tr>
<td>Rs.10 40.00</td>
<td>AMEX</td>
</tr>
<tr>
<td>Rs.5 100.00</td>
<td>Cheque 700.00</td>
</tr>
<tr>
<td>Rs.2 100.00</td>
<td>Gift vouchers 120.00</td>
</tr>
<tr>
<td>Rs.1 25.00</td>
<td>Credit notes 350.00</td>
</tr>
<tr>
<td>50ps 120.00</td>
<td>EFTPOS 400.00</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Sub - Total 1665.00</td>
<td></td>
</tr>
<tr>
<td>Minus float: 150.00</td>
<td></td>
</tr>
<tr>
<td>TOTAL 1515.00</td>
<td>TOTAL 2270.00</td>
</tr>
</tbody>
</table>

Register reading: 3820.70
Minus voids: 16.30
Minus refunds: 19.40
Total takings: 3785.00

Total cash: 1515.00
Total non-cash: 2270.00
Total takings: 3785.00
Suggested resources

The following references may provide you with additional information and ideas as you progress through this unit.

Books


Websites


Other

Operating manuals for equipment used in the workplace.

Point of sale documentation such as change slips and cash float record sheets

Professional Associations

Advanced Association of Beauty Therapists - www.aabth.com.au
Association of Professional Aestheticians of Australia - www.apaa.com.au
Professional Fingernail Association - www.apfanails.com.au
Unit - V

Organise and Maintain Work Area
Unit - V : Organise and Maintain Work Area

Unit Descriptor
This unit describes the performance outcomes, skills and knowledge required to maintain and organise work areas in a retail environment. It involves applying personal hygiene practices and the organised use of equipment and chemicals to keep the workplace tidy, clean and safe.

Application of the Unit
This unit required the team member to demonstrate and apply knowledge of workplace policies, legislative requirements and manufacturer instructions in order to utilise tools, chemicals and equipment for the safe and efficient cleaning, organisation and maintenance of work areas. Frontline service personnel are responsible for this function.

Elements and Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organise work area</td>
<td>1.1 Maintain work areas in a safe, uncluttered and organised manner according to store policy and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.2 Carry out all routines safely, effectively and efficiently with minimum inconvenience to customers and staff according to store policy.</td>
</tr>
<tr>
<td></td>
<td>1.3 Apply store policy and procedures for tidying work areas and placing items in designated areas.</td>
</tr>
<tr>
<td>2. Clean work area</td>
<td>2.1 Apply store policy and procedures for personal hygiene.</td>
</tr>
<tr>
<td></td>
<td>2.2 Apply store policy and procedures for cleaning of work area.</td>
</tr>
<tr>
<td></td>
<td>2.3 Remove and dispose of waste promptly according to store policy and legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4 Report spills, food, waste, or other potential hazards to relevant personnel and remove from floors according to store policy and legislative requirements.</td>
</tr>
</tbody>
</table>
2.5 Promptly display signage in regard to **unsafe areas**.

2.6 Maintain equipment and consumable materials and store correctly after use.

2.7 Use and clean **tools and equipment** (including guards) according to manufacturer instructions and legislative requirements.

**Required Skills and Knowledge**

This section describes the essential skills and knowledge and their level, required for this unit.

**Required skills**

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

- using the maintaining cleaning equipment
- using the storing chemicals, hazardous substances and flammable materials
- using electrical and other equipment safely
- literacy and numeracy skills in reading and understanding manufacturer instructions
- reading and understanding warning labels and instructions for the use of chemicals and hazardous substances.

**Required knowledge**

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

- store policy and procedures in regard to:
  - housekeeping
  - use and maintenance to store cleaning equipment
  - personal hygiene
  - waste disposal and environmental protection
  - reporting problems and faults
- relevant OHS regulations
- relevant labels to identify chemicals and hazardous substances, HAZCHEM labels
- manufacturer instructions for use of cleaning materials or hazardous substances
- manufacturer instructions for use of cleaning equipment
relevant legislation and statutory requirements
relevant industry codes of practice.

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

**Work areas** may include:
- counters
- benches
- sinks
- storage areas
- point-of-sale terminals
- point-of-sale areas
- preparation areas
- walkways and aisles
- displays
- fixtures and working surfaces.

**Store policy and procedures** may relate to:
- housekeeping practices
- personal hygiene
- maintenance and storage of cleaning equipment
- use and storage of cleaning chemicals
- job descriptions and responsibilities
- OHS
- interaction with:
  - customers
  - other team members
  - supervision and management.

Handling and cleaning **routines** may vary according to:
- stock characteristics
- industry codes of practice.
Customers may include:

- new or repeat contacts
- internal and external contacts
- customers with routine or special requests
- people from a range of social, cultural and ethnic background and with varying physical and mental abilities.

Staff may be:

- management
- other staff members
- full-time, part-time, contract or casual staff
- from within or outside own work team
- from a range of social, cultural and ethnic backgrounds.

Legislative requirements may include:

- federal, state and local health and hygiene
- waste removal
- environmental protection
- transport storage and handling of goods
- hazardous substances and dangerous goods
- labelling of workplace substances
- OHS
- use of protective clothing and equipment.

Reporting may be conducted:

- face to face
- by email
- by phone
- by fax.
Relevant personnel may include:
- manager
- area supervisor
- team leader
- colleagues.

Unsafe areas may include:
- spills
- sharp edges
- loose wiring
- customer and public areas
- staff-only areas.

Tools and equipment may relate to:
- point of sale
- cleaning
- display and promotion
- food preparation
- storage.
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Section A: Organize your work area

The three steps to Section A are:

- **Step 1** Maintain your work area
- **Step 2** Apply your housekeeping policy
- **Step 3** Perform housekeeping routine

In retailing, the way a store looks has a big impact on customers. Successful retailers know they need to attract customers and encourage them to spend their money in the store. Successful retailers work very hard at creating a ‘buying environment’.

This unit is the first of several where you look at how you can help make your store a good place to shop.

**Step 1: Maintain your work area**

Neat, clean and well-organized work areas are an important part of creating a ‘buying environment’.

Housekeeping is the cleaning and tidying of your store, the merchandise that you sell and any area that is used to allow your customer to purchase your products or services. This includes store rooms, walkways, fitting rooms, merchandise, shelving, counters, point of sale areas and the register (point of sale terminal).

To organize and maintain your work area in a neat and presentable manner, it is important that you are aware of your stores housekeeping policies and procedures.

These procedures make sure that your store always looks its best and that the image of the store your customer receives is the one that you want to create.

There are three areas that the customer is constantly in contact with when they are shopping in your store. These are:

1. Counters
2. The point of sale area
3. Walkways

Keeping these areas in an organized fashion will enhance the image of your store and make it a pleasant shopping experience for your customer.

- The counters and point of sale area need to be neat, clean and tidy.
There should be very little on the top of the counter/s so that people can put their purchases down without fear of them being soiled or damaged.

Bags, string, sticky tape and other stationery items need to be out of sight but easy to reach when wrapping and packaging the customer’s purchases.

It is important the customer feels safe in this area and does not see any clutter or rubbish around the counter such as merchandise packaging or the rubbish bin.

**Learning and Practical Activity A1 : Store presentation and image**

Visit two stores in your area and observe their point of sale and counter areas. Describe how these areas were presented and the image that was created because of this presentation.

**Store 1**

**Presentation :**

________________________________________________________

________________________________________________________

**Image created:**

________________________________________________________

________________________________________________________

**Store 2**

**Presentation:**

________________________________________________________

________________________________________________________

**Image created:**

________________________________________________________

________________________________________________________

**Primacy and Recency Theory**

Maintaining the counter and point of sale area at its best, ensures that the customer will get the best impression of your store.
There is a principle called the ‘Primacy and Recency Theory’.
This states that a customer remembers the first and last thing that they see when they enter your store.
In most stores the first and last area that a customer visits is the counter and point of sale area. Therefore it is important that the customer goes away remembering that these areas were neat, clean and tidy so that their memory of your store is the one you want to create for them.
The third area that we said was important for the customer to see in a clean and tidy fashion was the walkways or traffic areas.

Find Information
Find some information on Occupational Health and Safety in retail stores.
Keeping this area clear and safe for the customer involves:

- checking floor areas for broken tiles, torn carpet and spillage or items such as paper or food that people may trip or slide on
- keeping aisles and walkways free of boxes and cartons to prevent customers and staff from tripping
- making sure that fixture are not jutting out so that they could catch someone on the arm or leg.

Making sure that any stock or signs are not obstructing a person’s line of vision or could ‘catch someone’ in the face.

Learning and Practical Activity A1.2: Walkway hazard identification
Using the picture below identify the problems that you see concerning the walkways and aisles that are making it unclean, disorganized and unsafe.
Learning and Practical Activity A1.3 : Walkway image

Looking at the previous picture from a customer’s viewpoint, would you want to shop in this store? Why/Why not?

Stores want to make sure that the image they project is:

- Professional
- Caring
- Safe
- disorganized
- Uncaring
- Unsafe
To make sure that these areas are maintained at all times there are certain housekeeping duties that need to be performed.

**Learning and Practical Activity A1.4 : Maintenance activities**

To make sure these areas are maintained at all times there are certain housekeeping duties that need to be performed.

Obtain a copy of your store’s housekeeping policy and procedures and list what tasks are required to maintain the following areas.

**The counters:**

- 
- 

**The point of sale area:**

- 
- 

**The walkways:**

- 
- 

Show these ideas to your coach/trainer who will check to see that they:

- are in line with your store policy
- adhere to OH&S policies
- ensure that areas are safe, organized and uncluttered.

Check your answers in the Learning Activities: suggested answers section at the back of this guide.

**Step 2 : Apply your housekeeping policy**

In Step 1 you identified the areas in your store that need to be maintained so that your store’s image is at its best.

You also discovered what tasks need to be completed so that these areas are maintained.

It is not just work areas that need to be kept neat, clean and organized, it’s also the shelving where goods are organized, the stock that goes on the shelves, other special displays and the
areas around the registers and point of sale areas. The stock in your store and the way that stock is organized needs to be neat, clean and well-organized. This is another part of creating that ‘buying environment’.

There are other housekeeping duties performed in a store which keep the following areas tidy:

- fixtures or shelving for the merchandise
- point of sale terminal or register
- displays
- stock/merchandise and where it is placed.

Shelving and fixtures need to be dusted regularly and cleaned at least once a month. Merchandise which is on these fixtures needs to be tidied so that it faces the front of the shelf and is not damaged or crushed.

The register or point of sale terminal needs to be dusted and cleaned so that when cards are swiped the computer is able to read them correctly.

Displays that are used in the store need to be tidied. Any stock that has been taken needs to be replaced, and the display requires regular dusting. Any windows and glass shelving used in the display needs to be washed and polished on a regular basis.

Check that you know your role in maintaining stock levels in your workplace with your teacher.

**Learning and Practical Activity A2.1 : Housekeeping duties**

For these four areas list the tasks that you are required to perform to ensure that they are tidy:

<table>
<thead>
<tr>
<th>Area</th>
<th>Housekeeping Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixture/shelving</td>
<td></td>
</tr>
<tr>
<td>Displays</td>
<td></td>
</tr>
<tr>
<td>Stock</td>
<td></td>
</tr>
<tr>
<td>Point of Sale</td>
<td></td>
</tr>
</tbody>
</table>
Ask your coach/trainer to look at your task list and check that they are in line with your store’s housekeeping and OH&S policies, including tasks such as:

- dusting shelves
- cleaning EFTPOS or credit card terminals
- dusting displays and replacing damaged stock as directed

The housekeeping tasks that you identified for:

- point of sale area
- counters
- walkways
- point of sale terminal
- fixtures/shelving
- displays
- merchandise

Housekeeping cannot be completed in an ad hoc manner but need a systematic routine.

To achieve this routine you need to identify the following:

- Time  
  when it is done

- Frequency  
  how often it is done

Check your answers in the Learning Activities: suggested answers section at the back of this guide.

**Learning and Practical Activity A2.2 : Housekeeping checklist**

Using the tasks that you previously identified for the various areas, plan and organize for these to be performed by creating a daily, weekly and monthly housekeeping checklist.

You can use the table that is on the following page. Once you have completed this checklist, pull it out and position it in a prominent place where you can refer to it on a daily basis.

Show your checklist to your coach/trainer who will ensure that the tasks need to be completed:

- on a daily, weekly or monthly basis
- at the time that you stated
- the number of times that you stated
For the next four weeks apply these housekeeping procedures within your store.

My coach/trainer said I did this well:

My coach/trainer said I need to improve in the following areas:

<table>
<thead>
<tr>
<th>TASK</th>
<th>TIME</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAILY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td></td>
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<tr>
<td>✓</td>
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<td>✓</td>
<td></td>
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<tr>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 3: Perform housekeeping duties

In Step 2 you created a housekeeping procedures checklist to ensure that your housekeeping responsibilities would be carried out correctly and in a timely manner.

When performing these housekeeping routines it is important to ensure that they are effective, efficient and cause the minimum of inconvenience for both the customers and staff.

There is a principle that is called *clean as you go*.

Learning Activity A3.1: ‘Clean as you go’ principle What do you think this means?

The *clean as you go* theory states that by picking up, organising and cleaning up as you do your job can help you keep your housekeeping time to a minimum.

It will ensure that nothing is:

- misplaced
- Untidy
- covered up
- delayed

This will enable your housekeeping task to be effective and efficient.

Learning and Practical Activity A3.2: Implementing ‘clean as you go’

Case study

On arriving at work this morning, Terry had the task of unpacking the remaining merchandise that had arrived into the store the previous day.

When Terry went to find the pricing gun it was not in its usual place and the aisle that he was working in yesterday was untidy.

He could not find the invoice and packing slip for the goods that he had been using to check that the stock which had been ordered had been delivered.

His supervisor had expected that he would have finished the entire job by yesterday afternoon.
What would be the sequence of tasks that Terry should have carried out yesterday if he had been using the *clean as you go principle*?

Check your answers in the Learning Activities: suggested answers section at the back of this guide.

**Ensuring the safety and convenience of customers**

A good store is an attractive and safe place to shop. A ‘buying environment’ is a safe and convenient environment. Even though housekeeping duties are important for the image and freshness of our store this does not mean that we forget about the customer’s safety and convenience.

**Learning and Practical Activity A3.3: Ensuring customers’ safety**

When you are cleaning and carrying out your housekeeping duties, what do you need to do to ensure that your customers are:

1. safe?
2. not inconvenienced?

Even though you may be performing housekeeping duties, it is important to ensure that attending to customers as quickly as possible is always the first priority.

- You must not ignore customers because you are cleaning a shelf or sweeping the floor.
- You need to make sure that all the equipment you are using at the time is taken away or put somewhere so customers do not trip or fall. You won’t know how long it will take before you can return to the duty.
- When taking stock off the shelf to clean, do one shelf at a time. This will ensure that you can quickly put the merchandise back to retain the image of the store and make it safe for customers.

Organizing and maintaining your work area takes time and effort. If it is kept to standard then the customer will perceive your store to be fresh, sparkling and clean.
Section B: Clean your work area

The five steps in Section B are:

- **Step 1** Apply personal hygiene practices
- **Step 2** Clean your work area
- **Step 3** Remove and dispose of waste
- **Step 4** Remove potential hazards ensuring customer safety
- **Step 5** Clean, maintain and store cleaning equipment

**Step 1: Apply personal hygiene practices**

Your attitude towards your work and the way you look, contribute to your store’s ‘buying environment’. Not only is the image that your store projects created by the cleanliness of the fixtures, merchandise, displays and walkways, it is also achieved through the presentation of its staff.

The image that is acceptable to an employer, customer and yourself involves two areas.

- Dress standards
- Personal hygiene

Dress standards are the acceptable style, type and colour of clothing and appearance that is used for your store. You will learn more about this in the unit *work effectively in a retail environment*.

By wearing clothes that are clean and properly pressed or ironed, shoes that are clean, sensible make up and appropriate accessories, you convey a positive image to your customers. A positive appearance says to your customers, ‘I care about myself, my store and you.’

If a person has never attended to their presentation, then the image that is conveyed is that they don’t care and they couldn’t be bothered.

The customer sees this as:

*I don’t care about me so why should I care about you.*

You want to look professional, for you are in a profession that meets and handles customers all the time.

You only have one chance to make a first impression and you want to make that impression last.
How you present yourself does not stop at the clothes you wear and how you wear them. Personal hygiene plays an important part also.

When you are interacting with customers, it is important that they are not offended by the appearance of your face, hands, hair or body odour and can be assured that you will handle the goods especially food that they have purchased in the most clean and hygienic way.

**Learning and Practical Activity B1.1: Personal hygiene practices**

**Case study**

Paul works in the deli section of a local supermarket.

He has just come back to the counter after helping another staff member unload a pallet of dry dog food that arrived this morning. Being quite a hot morning he returns to the deli section looking like the following picture.

Before serving the customers what hygiene practices should Paul attend to?

Check your answers in the Learning Activities: suggested answers section at the back of this guide.

When attending to customers it is important that we use practices that are hygienic and will ensure that the customer receives their goods in the best possible manner. If hair is long or fly-away then it needs to be tied back, especially when handling food products.

Always wear sterile gloves when handling open food such as in a deli, chocolate shop or salad bar. Making sure that your hands are clean, that your finger nails are not dirty and that you have applied deodorant.

If you have been out the back unpacking stock that is dusty, always make sure that your hands are washed and if available wear an apron so that you do not soil your clothes.
Learning and Practical Activity B1.2 : Your hygiene practices

List the particular hygiene practices that you must use in your store to ensure that your customers are made to feel welcome.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Check your answers in the Learning Activities: suggested answers section at the back of this guide.

Making sure that you present yourself in the best possible manner ensures that your customer will gain an impression of you and your store that entices them to return and shop with you again.

**Step 2 : Clean your work area**

The image that is given to your customer is not only created by the presentation of the staff but also the areas in which they have to shop – your work areas.

**Find Information**

There may be additional resources that will help you complete this section of the guide. Talk to your coach/trainer about accessing information on keeping your work area clean.

Cleaning your work area makes it a safe and pleasant environment for your customers to shop.

The cleaning must be carried out on a regular basis and follow the practice of *clean as you go*, so that at the end of the day there is not a huge job to do.

The quick and easy jobs can be carried out throughout the day, and the larger tasks such as vacuuming could be carried out either before or after trading.

In some larger stores there may be professional cleaners used for the larger tasks, but it is still your responsibility to keep your immediate area clean and tidy.

**Learning and Practical Activity B2.1 : Identifying cleaning tasks**

Using the picture below and implementing the clean as you go principle that you learned in Section A, list the tasks that this person would need to complete to make their area clean.
Check your answers in the Learning Activities: suggested answers section at the back of this guide.

In Section A you devised a housekeeping task list for daily, weekly and monthly tasks. The daily tasks refer to the ones that you do on a regular basis to make your work area clean and tidy.

Sometimes there are changes in our routine, for example stock is delivered at an unannounced time, paper work requires immediate attention or a stock item has been damaged in some way. These require immediate attention and you need to be prepared.

Preparation could mean having:

- a cleaning cloth
- cleaning products or materials close by
- a broom that is easily in reach
- a dust pan that you can take to the site of the disruption so as to clean the area quickly and efficiently.

**Learning and Practical Activity B2.2 : Sudden accident procedures**

From your store housekeeping policies that you obtained in Section A, find out the procedures for sudden and accidental disruptions to the store that require cleaning, and note them in the
Making sure that you respond to the cleaning of your work area as soon as something needs attention will ensure that your customer is shopping in a:

- clean
- neat and
- presentable store

This is another way of creating a positive first impression.

**Step 3 : Remove and dispose of waste**

With all the cleaning duties that you have discovered that happen in your store, it is common that an accumulation of waste material occurs and this waste needs to be disposed of in the most effective, safe, hygienic and environmentally safe way.

Waste that can build up in your store could be: packaging, material from stock deliveries, boxes from stock that have been sold or damaged, or broken glass from shelving or display cabinets. If you work in a shop that sells food products there could be cooking oils, fats and other food substances that need to be disposed.

**Learning and Practical Activity B3.1 : Materials to dispose**

From the picture below, list the waste materials that would need to be disposed of in this store.
Waste Materials List:

Check your answers in the Learning Activities: suggested answers section at the back of this guide.

For each of the different waste material such as:

- cardboard
- glass
- polystyrene
- plastics
- fats and cooking products

There are certain procedures that need to be addressed to dispose of them in a safe and environmentally friendly way.

For example, when disposing of cardboard you would need to make sure that it is bundled correctly, lifted in the correct manner and either crushed or left to be picked up for recycling. If using a compactor or bale press, then it is important that a person does not get inside the press or operate any machinery unless they have been properly trained.

Learning and Practical Activity B3.2: Precautions when disposing

Apply the information which is covered in the unit Apply Safe Work Practices to determine the necessary precautions that you need to take when you are disposing the following waste materials:

<table>
<thead>
<tr>
<th>Waste Material</th>
<th>OH&amp;S Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glass</td>
<td></td>
</tr>
<tr>
<td>Plastic</td>
<td></td>
</tr>
</tbody>
</table>

Check your answers in the Learning Activities: suggested answers section at the back of this guide.

When removing waste materials it is important to:

- use the correct lifting techniques and equipment
- wear gloves or protective clothing.
move in a safe, unhurried and calm fashion so that you do not injure yourself or others. You would need to ensure that children are not able to access the materials such as plastic as there could be the danger of suffocation.

Check your store’s housekeeping and OH&S policies to ensure that you can identify the special requirements for removing and disposing of waste materials that are particular to your store such as:

- food by-products
- cooking fats and oils

Today’s society is very conscious of the environmental impact of the disposal of waste.

The Environmental Protection Authority has implemented a hierarchy of management, which is a clear set of steps, which look at the process that you can use when making decisions about the disposal of waste.

**EPA Hierarchy of Management**

1. avoid the material
2. reuse the material
3. recycle the material
4. dispose the material

For example, a large number of fast food outlets used polystyrene packaging for serving their food. This product does not break down and therefore is harmful to the environment.

If we take this product and apply the Hierarchy of Management to its disposal the result could be the following:

4. **Dispose of the material**
   Dispose of polystyrene in the bin where it could become land fill, but not break down.

3. **Recycle the material**
   Recycle the material into different products such as ingredients for seats, park benches, but this option was not available.
2. **Reuse the material**
   This was achieved in some instances such as coffee cups, where the customers were asked to refill their own but at the end of the drink the problem still remained.

1. **Avoid the material**
   It was this management strategy that the fast food outlets implemented and now package their products in paper and cardboard which is a lot easier to dispose of through the hierarchy of management.

**Learning and Practical Activity B3.3 : Hierarchy of disposal management**
For the waste materials below, identify strategies that you could use in your store to follow the hierarchy of disposal management.

There are three extra boxes for you to identify waste material that you may use in your store that have not been mentioned.

<table>
<thead>
<tr>
<th>Waste</th>
<th>Avoid</th>
<th>Re use</th>
<th>Recycle</th>
<th>Dispose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plastic e.g. bubble wrap</td>
<td>ask supplier to use shredded paper</td>
<td>use for repacking customers stock</td>
<td>put in plastics recycling bin at local garage</td>
<td>as a last resort</td>
</tr>
<tr>
<td>Cardboard</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glass</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooking fats</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Show your ideas to your coach/trainer to ensure they are in line with your store’s housekeeping policy and that they are achievable and could be implemented in your store.

**Learning and Practical Activity B3.4 : Informing colleagues of the hierarchy**
Ask your coach/trainer to organize at your next staff meeting for you to spend approx 5 minutes informing your colleagues on how they can dispose of waste:
Step 4: Remove potential hazards ensuring customer safety

Making sure that your store is clean, neat, tidy and safe means that you will need to attend to potential hazards as quickly and efficiently as possible.

These hazards could include accidental spillage such as drink or food, waste material or stock that has been knocked or dropped.

If these situations are not attended to in the most efficient manner, then an accident may occur and put the safety of your staff and customers at risk. You therefore need to look at preventing these accidents by removing potential hazards.

Each store has different procedures to manage the removal of potential hazards but they would all have 5 main points.
<table>
<thead>
<tr>
<th><strong>Be aware</strong></th>
<th>Keep your eyes and ears alert</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognise and identify</strong></td>
<td>Notice what has been spilt or what is the potential hazard</td>
</tr>
<tr>
<td><strong>Inform</strong></td>
<td>Notify either your supervisor or cleaning staff that a hazard needs to be managed</td>
</tr>
<tr>
<td><strong>Protect</strong></td>
<td>Display warning signs promptly to alert unsafe areas, for both customers and staff</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>What action needs to be taken either by yourself or the cleaning staff to ensure the safety of the customers and staff</td>
</tr>
</tbody>
</table>

### Cleaning

It is important to ensure that incidents such as wet floors, breakage and spillage on the floor are made apparent to customers with the use of signs that are visible and easy to read.

### Learning and Practical Activity B4.1 : 5 Point checklist to hazard identification

In the picture below are two examples of potential hazards that could be in a store. Identify the potential hazards and what you would do about them. Use the 5 point checklist as a guide.
Steps | Example One | Example Two
--- | --- | ---
1.  
2.  
3.  
4.  
5.  

You can check your answers in the Learning Activities: suggested answers section at the end.

**Learning and Practical Activity B4.2: Removing potential hazards in your store**

Write below the procedures that are carried out in your store to remove potential hazards.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Ask your coach/trainer to check that your steps:

- are in a logical order
- are in line with your stores housekeeping and OH&S policies
- inform both customers and staff with the use of the relevant warning signs and protective action that are in line with the relevant legislation
- follow the 5 principles

**Step 5 : Clean, maintain and store cleaning equipment**

When you are cleaning and maintaining your work area it is important to maintain and store all the tools and equipment in a safe and secure manner according to the manufacturer’s instruction.

Equipment such as ladders and trolleys need to be checked regularly to ensure that they are safe when people stand on them. When they are being stored it is important to put them where they will not cause anyone to trip or fall over.

Any cleaning chemicals have to be stored in a safe and secure place taking note of any special manufacturer’s instructions.

When using these chemicals it may be necessary to protect yourself with the use of gloves and protective clothing.

Cleaning clothes, dusters and cleaning agents need to be stored in an accessible place, and should be safe and secure.

Items such as scissors and razor blades that may be used to clean with, can pose a danger, and therefore you need to ensure that they have safety precautions such as guards and protective covers.

These guards also need to be cleaned and maintained so that when you are using the equipment it is safe and secure.

**Learning and Practical Activity B5.1 : Identify different types of equipment and tools**

Using the following table identify the different types of equipment and tools that you use in your store to clean your work area.

Record where they are stored, any specific manufacturer’s instructions and how they are maintained.
Ensure that you have considered OH&S and your store’s housekeeping policies. Knowing how, when and why you need to keep your store and work area clean, neat and tidy will make the process more enjoyable and worthwhile. Our customers are the important people in our environment and we need to make sure that they have the best shopping experience in an atmosphere that is clean, safe and inviting.
Suggested Answers

Section A:
Organise Your Work Area

Learning Activity A1.4: Maintenance activities
To maintain the counters I need to:
- clean down with Spray & Wipe or equivalent
- dust regularly
To maintain the point of sale area I need to:
- keep it free of clutter
- keep wrapping and packaging material tidy and accessible
- keep transaction documentation tidy and accessible
To maintain the walkways I need to:
- keep them free of boxes and cartons and stock when unpacking
- watch that fixtures and shelves don’t jut out
- make sure freestanding displays are not obstructing walkways
- vacuum or sweep regularly

Learning and Practical Activity A2.1: Housekeeping duties

<table>
<thead>
<tr>
<th>Area</th>
<th>Housekeeping Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixture/shelving</td>
<td>- Cleaned and dusted at least daily</td>
</tr>
<tr>
<td></td>
<td>- Washed and completely cleaned i.e. stock removed from the shelf at least once a month</td>
</tr>
<tr>
<td></td>
<td>- Merchandises checked for facing front, damaged or crushed, contents missing</td>
</tr>
<tr>
<td>Displays</td>
<td>The display needs to look fresh:</td>
</tr>
<tr>
<td></td>
<td>- price tickets displayed correctly</td>
</tr>
<tr>
<td></td>
<td>- props correctly placed tidy and clean</td>
</tr>
<tr>
<td></td>
<td>- stock clean - free of dust and insects</td>
</tr>
</tbody>
</table>
### Stock

All stock whether in displays, on shelves or around the Point of Sale area needs to:

- be dusted and clean
- be removed if damaged or broken

<table>
<thead>
<tr>
<th>Point of Sale</th>
</tr>
</thead>
<tbody>
<tr>
<td>● EFTPOS swipe cleaned once a week</td>
</tr>
<tr>
<td>● Scanner wiped and cleaned daily</td>
</tr>
<tr>
<td>● Conveyor belts cleaned of any spills</td>
</tr>
<tr>
<td>● Impulse lines clean and tidy and not obstructing cash register</td>
</tr>
<tr>
<td>● Unwanted stock or returns under counter</td>
</tr>
</tbody>
</table>

**Learning and Practical Activity A3.2 : Implementing clean as you go**

**Case Study**

Had Terry used the clean as you go principle yesterday he would not have delayed the completion of his job.

He should have:

1. Disposed of the packaging material when he unpacked the merchandise.
2. Checked off the goods against the invoice and then filed the paperwork in the appropriate place.
3. Returned the pricing gun to the correct location so it could be easily found the next time.
Section B: Clean Your Work Area

Case Study

Learning and Practical Activity B1.1: Personal hygiene practices

Paul would need to:

- use an apron when unpacking the dry dog food
- wash his hands thoroughly
- tidy his clothes
- comb his hair
- put on gloves prior to serving his first customer
- SMILE and be ready

Learning and Practical Activity B1.2: Your hygiene practices

Does your list cover the following areas:

- presentation and care of hands
- hair arrangement
- handling of stock and or food substances
- personal hygiene practices
- use of amenities

Learning and Practical Activity B2.1: Identifying cleaning tasks

- Clean the spilt package contents
- Restack the displays in the aisles
- Dust and wipe the shelving
- Notify senior staff of unsafe packages stored high on the shelves.

Learning and Practical Activity B2.2: Sudden accident procedures

Ask your Coach/trainer to check that your answers are in line with your store’s housekeeping policy, and that you identified the following:

- people to notify
- materials to use
- your area of responsibility
Learning and Practical Activity B3.1 : Materials to dispose
Oils, fats, paper, packaging, bottles, containers, cardboard, scraps of food

Learning and Practical Activity B3.2 : Precautions when disposing

<table>
<thead>
<tr>
<th>Waste Material</th>
<th>OH&amp;S Considerations</th>
</tr>
</thead>
</table>
| Glass          | ● Gloves used when handling glass if broken  
                 ● Deposited into the correct recycling container |
| Plastic        | ● Stored correctly if to be reused  
                 ● Separated from cardboard and other recyclable waste  
                 ● No sharp pieces still attached - staples etc  
                 ● Kept out of reach of young children |

Learning and Practical Activity B4.1 : 5 Point checklist to hazard identification

Looking at your steps for Example 1 did you mention that the boxes were stacked too high and not evenly?

You should inform your supervisor that the boxes will need to be restacked as they could fall over and hurt someone.

You might erect a rail or barrier to protect the customers and staff from the packages that are stored on the top shelves.

Be sure to use the correct lifting techniques and equipment. For Example 2 did you mention that there was the content of packages and tins on the floor? This may need to be reported to the cleaning people.

If the store does not have cleaning people then you would need to attend to it using appropriate cleaning equipment.

While this is happening you would need to put a display sign warning customers of the dangers so that they could avoid the area.

These signs may need to be left until the area is completely clear and safe.
Additional resources

The following resources provide access to information which can support you in completing the learning activities in this guide. The resources can be accessed through the Web, public libraries or collections held in your workplace.

Accessing websites requires caution as information contained on them can be biased according to the purpose of the website, or can quickly become outdated. The currency of the site may be checked by referring to information regarding the most recent update.

You should also maintain your own list of any additional resources.

Books

Malouf, Doug 2001, How to sell stacks and stacks of anything, Business + Publishing, Warriewood, NSW.


Victorian WorkCover Authority, 1999, Storing and Handling Dangerous Goods in Retail Areas, Victorian WorkCover Authority, Melbourne (Free of charge)


Websites

Occupational Health and Safety Commission


Includes information a range of occupational health and safety issues, and links to state/territory OH&S authorities.

Each of these state/territory sites will also contain useful information and publications.

Service Skills Australia


Refer to the Service Skills website for details of suppliers and other resources.