



## **Guide for Creating Your Own Course Manuals**

As part of the accreditation process for BTAS, we will need to see all learning resources that your students are provided with. This enables us to assess the quality of learning provision and that knowledge covered on the course will sufficiently equip the learner with a high standard of skill and understanding to successfully and confidently go on to offer treatments to the public.

Having high quality learning resources not only ensures students have access to the right materials to fulfill their learning objectives, it also makes the process much easier for the trainer / academy and ensures a standardised, consistent delivery of the training experience for all learners.

This guide enables you to ensure your course manuals meet our required standards when accrediting with us.

Course manuals should be used alongside a lesson plan for every course and are a great document to provide as an e-manual or hard copy for learners to study before, during and after training.

Your course manual should include the following sections as a minimum:

### **Introduction**

Explain the context for the course (what is the treatment?), plus clear aims and objectives for the course – what will the learner be able to do on completion of the course? State how the course will be delivered (theory and/or practical) and list the specifics of what will be covered.

### **Health & safety**

This section covers any specific health and safety relating to the treatment being learnt as well as safety regulations such as COSHH.

### **Equipment and Products**

List all products, tools, consumables, and machines that will be needed along with a brief description of their purpose, correct storage and/or how to clean or sterilise after use as applicable.

### **Preparation for the treatment**

Describe how the treatment area should be set up with a list of the products/tools for trolley set up. State any preparation for the client and presentation / hygiene steps for the therapists ahead of the treatment commencing.



### **Consultation**

Describe the reasons why a thorough consultation is essential & the consultation methods used e.g., verbal discussion, manual and visual inspection of area treated etc. State how to correctly record consultation information, types of records and requirements regarding Data Protection. Provide examples of treatment specific consultation forms and a completed example. Explain treatment plans & importance of managing client's expectations.

### **Contra-indications**

List all contra-indications relevant to the treatment being learnt, describe how this may present and why this may prevent or restrict treatment. Also state why GP referral may be recommended to a client.

### **Contra-actions**

List all contra-actions relevant to the treatment being learnt. Explain what could occur, why and how to deal with each contra-indication. Note importance of recording any contra-actions on client record card / consultation form.

### **Treatment Procedure + Step by Step**

List & describe the treatment procedure and techniques. You may need diagrams or photos. Ensure this exactly follows the process and guidance given during practical training to avoid any confusion.

### **Aftercare**

List aftercare advice relevant to the treatment learnt and why advised. State contra-actions that could occur if a client does not follow aftercare. State how to record aftercare given on consultation form / client record card.

### **Maintenance (&/or Removal)**

State any maintenance, removal (e.g., for lash or nail extensions) or follow-up treatments that may be required specific to the treatment learnt and the process for these.

### **Course Conclusion**

Conclude training by summarising what aims, and objectives have been achieved and next steps e.g., follow on training required or recommended. Include contact details of trainer / academy for any support queries.



## **Lesson Plan**

For all courses with an element of direct tuition (face to face or through Zoom), you should have a clear lesson plan broken down as follows:

### **Introduction**

Cover general housekeeping e.g., fire evac & location of facilities. State when breaks will be given.

State aims and objectives of the session and specifically what will be covered and how.

Discuss how course outcomes will be assessed e.g., if any test or practical to be observed. Introduce yourself as the trainer to build rapport and you might include an ice breaker activity.

### **Body of the Course**

Break the course down into chunks as appropriate, e.g., what each hour or section of the day will cover and how e.g., practical demonstration by tutor, learners to pair up and practice each technique on one another etc.

Ensure trainer keeps to this plan to ensure all course content is covered in sufficient depth before conclusion of the training day.

Avoid putting too much content into each portion of the day by maintaining realistic expectations for the learners e.g., whether course is aimed at beginners or more advanced learners. Ensure course breakdown has sufficient flexibility to work to the needs of individual learners and groups of learners. You can always take time for additional practical if a group of learners' progresses with the day more quickly than anticipated, but it is not good practice to run late beyond the course end time so bear this in mind when planning the flow of the course delivery and what each block of the training day will cover.

### **Conclusion of the Course**

Summarise the content covered and establish aims and objectives achieved.

Give time for any questions or additional support needed.

State follow up and next steps e.g., if assessment will be needed or when learner will be certificated.

Explain any required or recommended follow up courses and state contact details for support as needed.