

Vtct



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Level 2

Anatomy and Physiology

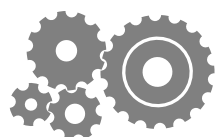
Evidence file APB2



*for Level 2 Beauty Therapy
Student version*

Jane Hiscock

Edited by: Carina Fagan (MEd), Laura Holdstock and Eileen Baron (MSc).



Introduction

Dear Student

This booklet covers the anatomy and physiology requirements within your level 2 VTCT Beauty Therapy qualification.

It is important that you put the effort into learning the anatomy of the face and body, not only to give a professional treatment, but to protect both the client and yourself, and to maximise results of the treatment.

Knowing anatomy and physiology allows you to give confident advice, because you understand the benefits and effects of treatments on the face and body.

It is important to recognise when not to treat a condition, or a range of symptoms and to be able to recommend when medical advice should be sought, without alarming the client. Beauty therapists are not medically trained, but you may recognise when medical treatment is required and should signpost your clients to healthcare professionals accordingly.

The key to learning anatomy and physiology is to study small bite-size chunks, with plenty of reinforcement. Study by drawing, re-drawing and labelling diagrams, and then test yourself. You can make up revision cards, games and songs to help you remember, and you will surprise yourself in how much you can learn in a short space of time. The key to your learning is to understand how best you learn, not just following other's suggestions: it could be rote learning, repetition like times tables, it could be visual, colouring in all the muscles on diagrams, then linking a colour to the muscle, or it could be linked to rhymes or song. The method does not matter, as long as it works for you.

We hope you enjoy using this resource.

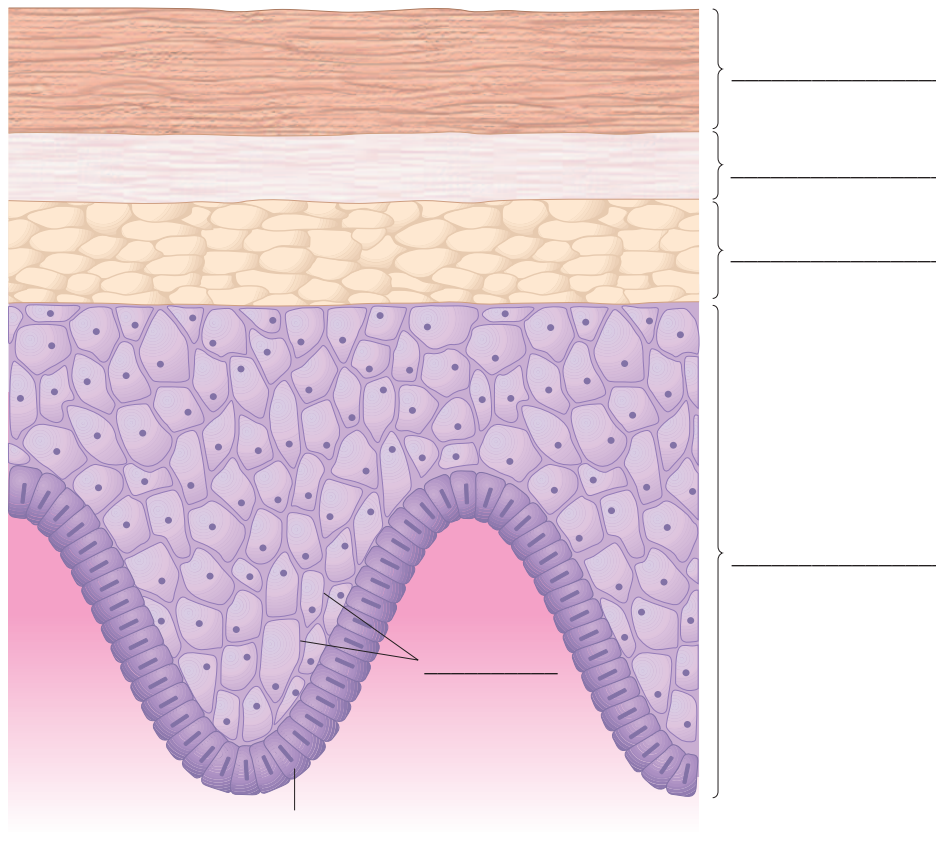
Anatomy and Physiology indexing for NVQ and VRQ level 2 requirements

Anatomy	NVQ/VRQ units
<p>The skin</p> <p>Epidermis – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).</p> <p>Dermis – blood and lymph supply, collagen, elastin, hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.</p> <p>Hypodermis – subcutaneous layer, adipose tissue, adipocytes.</p> <p>Functions – protection, heat regulation, absorption, secretion, elimination, sensation, formation of vitamin D, melanin production, process of keratinisation.</p>	<p>Facial Make-up Manicure Pedicure Waxing</p>
<p>The hair</p> <p>Structure – arrector pili muscle, hair follicle, root (bulb/matrix, dermal papilla), sebaceous gland, shaft (medulla, cortex, cuticle).</p> <p>Hair growth cycle – anagen, catagen, telogen.</p> <p>Hair types – lanugo, vellus, terminal.</p> <p>Functions – insulation and protection.</p> <p>Eyebrows – cushioning, protection, prevention of sweat running into the eyes.</p> <p>Eyelashes – prevention of particles entering the eyes.</p>	<p>Waxing Eye treatments</p>
<p>The nails</p> <p>Structure – nail plate, nail bed, matrix, cuticle, lunula, hyponychium, perionychium, eponychium, nail wall, nail groove, free edge, lateral fold.</p> <p>Growth – process of nail growth (formation, rate), factors affecting nail growth, nail thickness, effects of damage.</p> <p>Functions – protection of fingers or toes, pick up small items, scratch the skin.</p>	<p>Manicure Pedicure</p>
<p>The skeleton</p> <p>Bones of the skull – frontal, occipital, parietal, sphenoid, ethmoid, temporal, nasal, zygomatic, maxilla, mandible, lacrimal, turbinator, vomer.</p> <p>Bones of the shoulder girdle – clavicle, scapula, humerus.</p> <p>Bones of the lower arm and hand – Ulna, radius, carpals – row nearest radius and ulna (scaphoid, lunate, triquetrum, pisiform), row nearest phalanges (trapezium, trapezoid, capitate, hamate), metacarpals, phalanges.</p> <p>Bones of the foot and lower leg – femur, patella, tibia, fibula, tarsals (talus, calcaneus, navicular, cuneiform – medial, intermediate, lateral, cuboid), metatarsals, phalanges.</p> <p>Bones of the upper torso/neck – sternum, ribs, cervical vertebrae.</p> <p>Types of bone – compact (hard bone), cancellous (spongy bone).</p> <p>Classification of bone by shape – long, short, flat, irregular, sesamoid.</p> <p>Functions – support, movement, protection, attachment, mineral storage, blood cell formation.</p>	<p>Facial Make-up Manicure Pedicure</p>
<p>The muscles</p> <p>Muscles of the head, face and neck – buccinator, corrugator, depressor labii anguli, depressor labii inferioris, frontalis, levator anguli oris, levator labii superioris, levator palpebrae, levator scapula, masseter, mentalis, nasalis, occipitalis, orbicularis oculi, orbicularis oris, platysma, procerus, risorius, sternocleidomastoid, temporalis, zygomaticus.</p> <p>Muscles of the lower arm and hand – supinator radii brevis, flexor carpi radialis, extensor carpi radialis, flexor carpi ulnaris, extensor carpi ulnaris, flexor carpi digitorum, extensor carpi digitorum, brachioradialis.</p> <p>Muscles of the lower leg and foot – gastrocnemius, soleus, tibialis anterior, peroneus longus, flexor digitorum longus, extensor digitorum longus.</p> <p>Types of muscle – skeletal, smooth, cardiac.</p> <p>Functions – heat production, movement, maintaining posture.</p>	<p>Facial Make-up Manicure Pedicure</p>

Anatomy	NVQ/VRQ units
<p style="text-align: center;">The blood and circulation</p> <p>Circulation – heart, pulmonary circulation, capillaries, systemic circulation</p> <p>Blood vessels – arteries, veins, capillaries.</p> <p>Blood composition – red blood cells (erythrocytes), white blood cells (leucocytes) and platelets (thrombocytes).</p> <p>Arteries of the head and neck – internal and external carotid, occipital, temporal, facial.</p> <p>Veins of the head and neck – jugular, occipital, temporal, maxillary, facial.</p> <p>Arteries and veins of the arm and hand – radial artery, ulnar artery, cephalic vein, radial vein, brachial artery, basilic vein, median vein, ulnar vein.</p> <p>Arteries of the lower leg and foot – iliac arteries, popliteal artery, anterior and posterior tibial arteries.</p> <p>Veins of the lower leg and foot – saphenous (long and short), venous arch, femoral, popliteal, posterior tibial, anterior tibial.</p> <p>Functions of blood – transport, regulation, protection, clotting.</p>	<p>Facial Make-up Manicure Pedicure</p>
<p style="text-align: center;">The lymphatic system</p> <p>Lymphatic system – lymph, capillaries, vessels, nodes, ducts.</p> <p>Functions of the lymphatic system – fluid distribution, fighting infection (antibodies/antitoxins), transportation of fat/protein.</p> <p>Lymph nodes: lower arm and hand – supratrochlear lower leg and foot – popliteal head, face and neck – occipital, mastoid, cervical (superficial and deep), parotid, buccal, submental, submandibular.</p> <p>Functions of lymph nodes – filter toxins, clean lymphatic fluid, produce lymphocytes.</p>	<p>Make-up Manicure Pedicure Waxing</p>

Theory evidence sheet 1: The skin

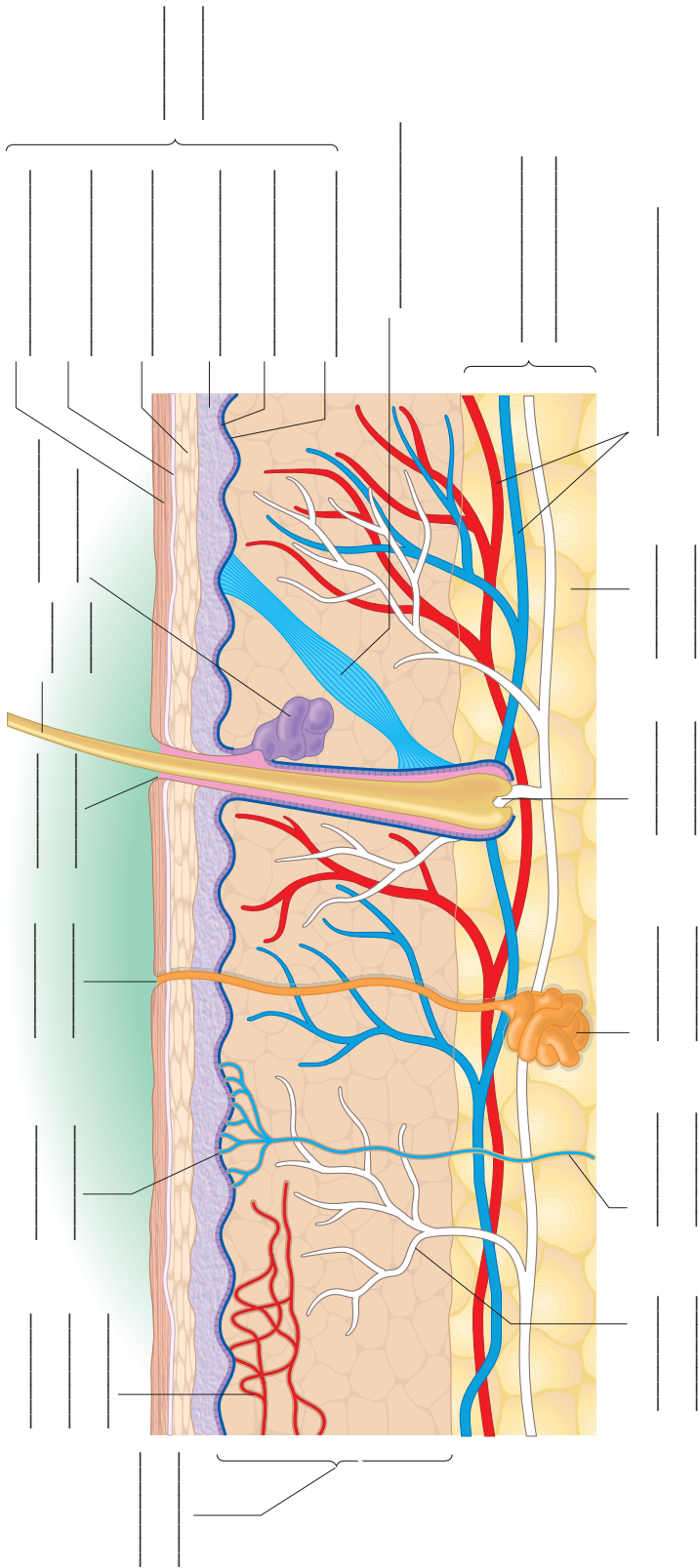
1. Label the diagram of the epidermis.



2. We remember the functions of the skin by using the acronym SHAPES. Fill in the boxes below to state what SHAPES stands for and how each function works.

Letter	What it stands for	How it works
S		
H		
A		
P		
E		
S		

3. Here is a diagram of the cross section of the skin. Try and label all of the structures.



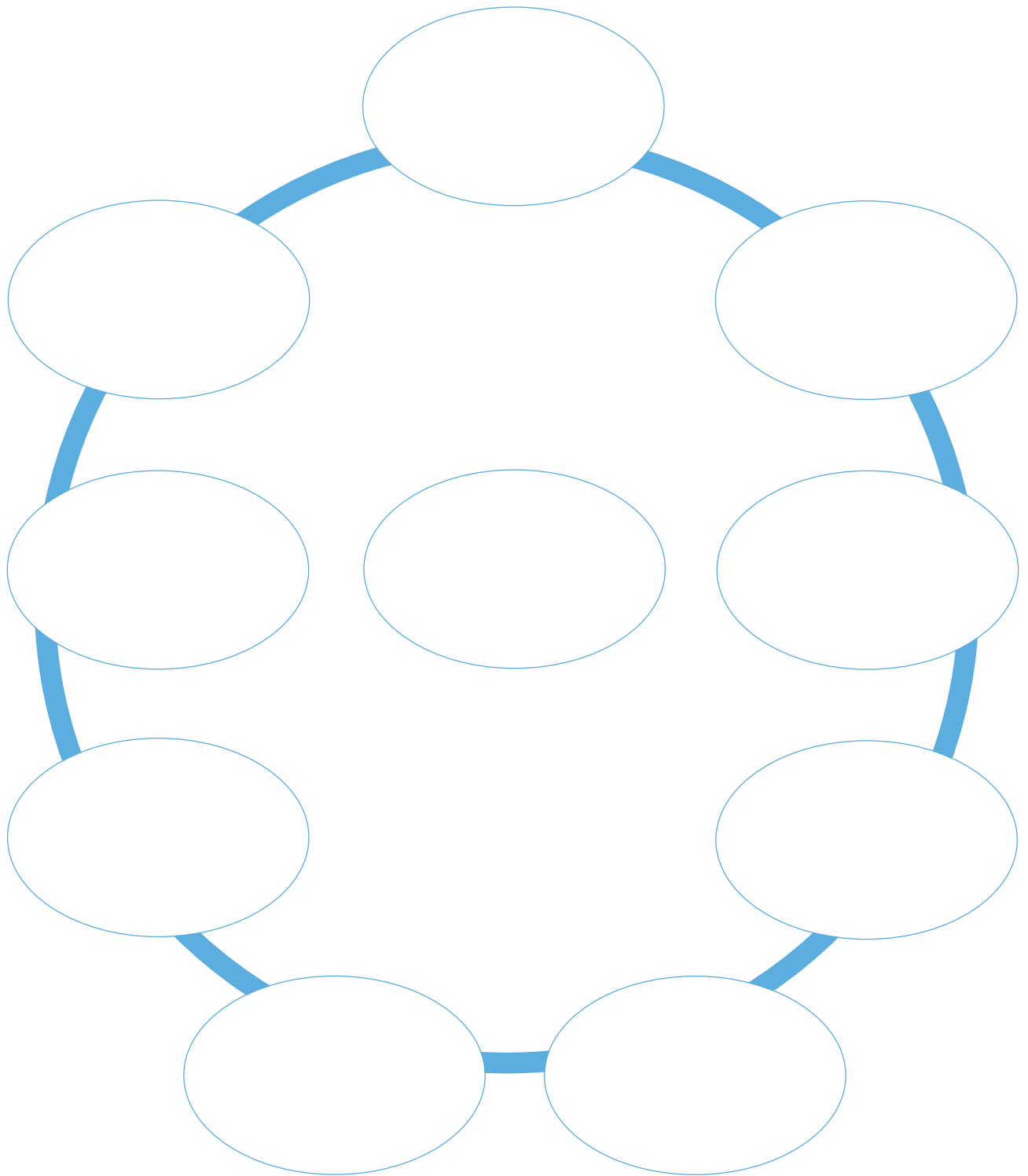
4. Many textbooks label the layers of the epidermis with the full Latin names. They all begin with the word 'stratum'. Draw a line from each of the Latin names for the layers of the epidermis in the left hand column to its more common name in the right hand one.

Latin term	More commonly known as
<i>Stratum corneum</i>	<i>Basal cell layer</i>
<i>Stratum lucidum</i>	<i>Prickle cell layer</i>
<i>Stratum granulosum</i>	<i>Horny layer</i>
<i>Stratum spinosum</i>	<i>Clear layer</i>
<i>Stratum germinativum</i>	<i>Granular layer</i>

5. Here is the description/function of each layer of the epidermis. In the left column write which layer is being described.

Layer	Description/Function
	These are made up of many flattened dead skin cells forming the final top layer of skin. These cells are shed continuously to allow the new cells to come through.
	Three to four rows of thick, dead, flattened cells. Found on the palms of the hands and the soles of the feet. These cells act as protectors in areas of friction.
	Two to four layers thick, the cells begin to die and flatten. It is the middle layer of the epidermis. Hardening of the cells by keratinisation takes place here. Waste and other substances from the cell get squashed together and harden.
	10 to 20 cells thick, this layer has spines that connect with other cells. Keratinisation begins in the stratum spinosum and this layer is composed of keratinocytes. Melanin is also produced here which determines our colouring and helps protect the skin against ultraviolet light.
	This is the deepest layer of epidermis consisting of a single layer of column-shaped cells. It is continuously producing new cells through the cell division of mitosis. Melanocytes, which form the pigment melanin are also in this layer.

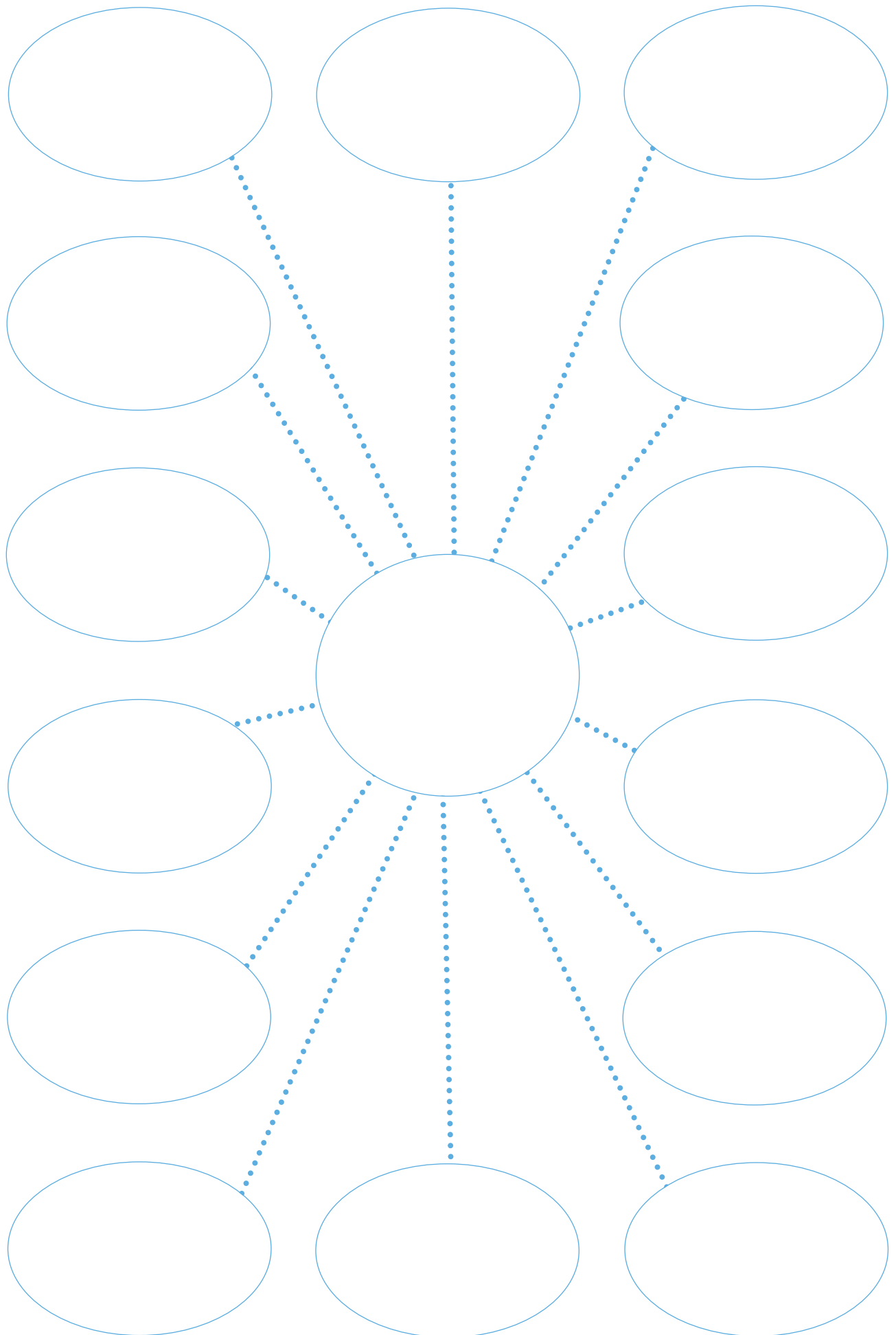
6. Here is a spider diagram for the contents of the dermis. Write in each bubble the contents of the dermis.



7. This is a 'True or False' game. Below are some statements regarding the skin. Decide whether they are true or false and write your answer in the right column.

Statement	True or false?
The skin is the largest organ of the body	
The sebaceous glands secrete sebum to help cool the body	
Adipose tissue is found under the stratum corneum	
One function of the skin is to help with the formation of vitamin D	
The production of melanin makes the skin lighter	
The subcutaneous layer is often referred to as the hypodermis	
One function of the skin is elimination of waste	
Hormone levels have an influence on the skin's condition	
All skins react in the same way	
Older skins require less maintenance	
Collagen and elastin are found in the dermis and provide support and strength for the skin	
Adipocytes are specialist cells which store vitamin D found in the dermis	

8. How does the natural ageing process affect the skin and muscle tone? Complete the mind map.



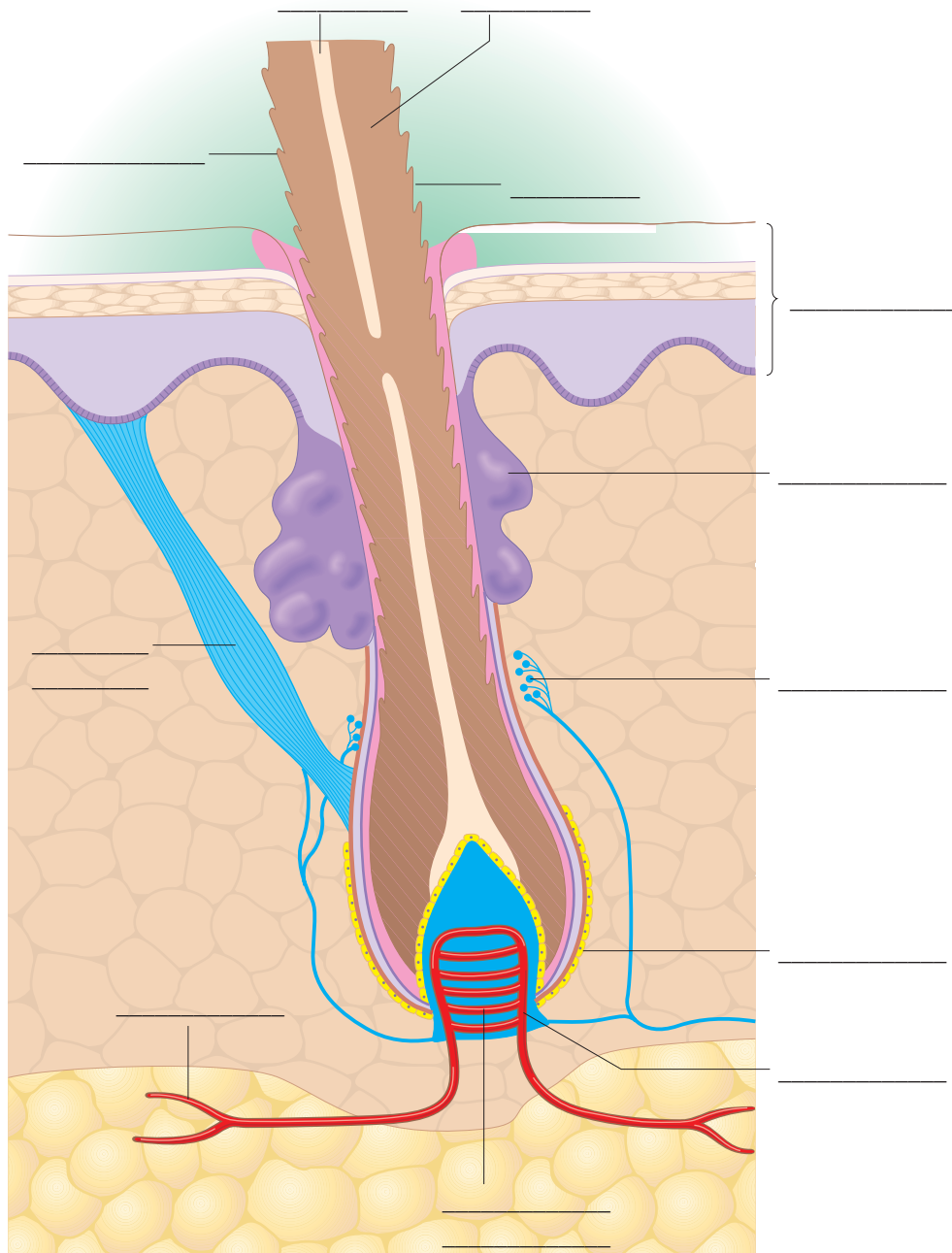
Assessment feedback sheet for underpinning knowledge written evidence Level 2 Beauty Therapy

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Assessor name	Number (if applicable)
Assessment date	Venue
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Learner evaluation	
Assessor feedback	
Outcome Competent <input type="checkbox"/> Not competent at this time <input type="checkbox"/> Reason for non-competency:	
What next? This section provides the student with two key objectives to move forward with their work and stretch and challenge them to progress	
Action plan objective 1	Target date
Action plan objective 2	Target date
Functional skills used within this assessment Maths <input type="checkbox"/> English <input type="checkbox"/> Comprehension <input type="checkbox"/> Communication <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Communication <input type="checkbox"/> Example given:	
Learner signature	Completion date
Assessor signature	Completion date

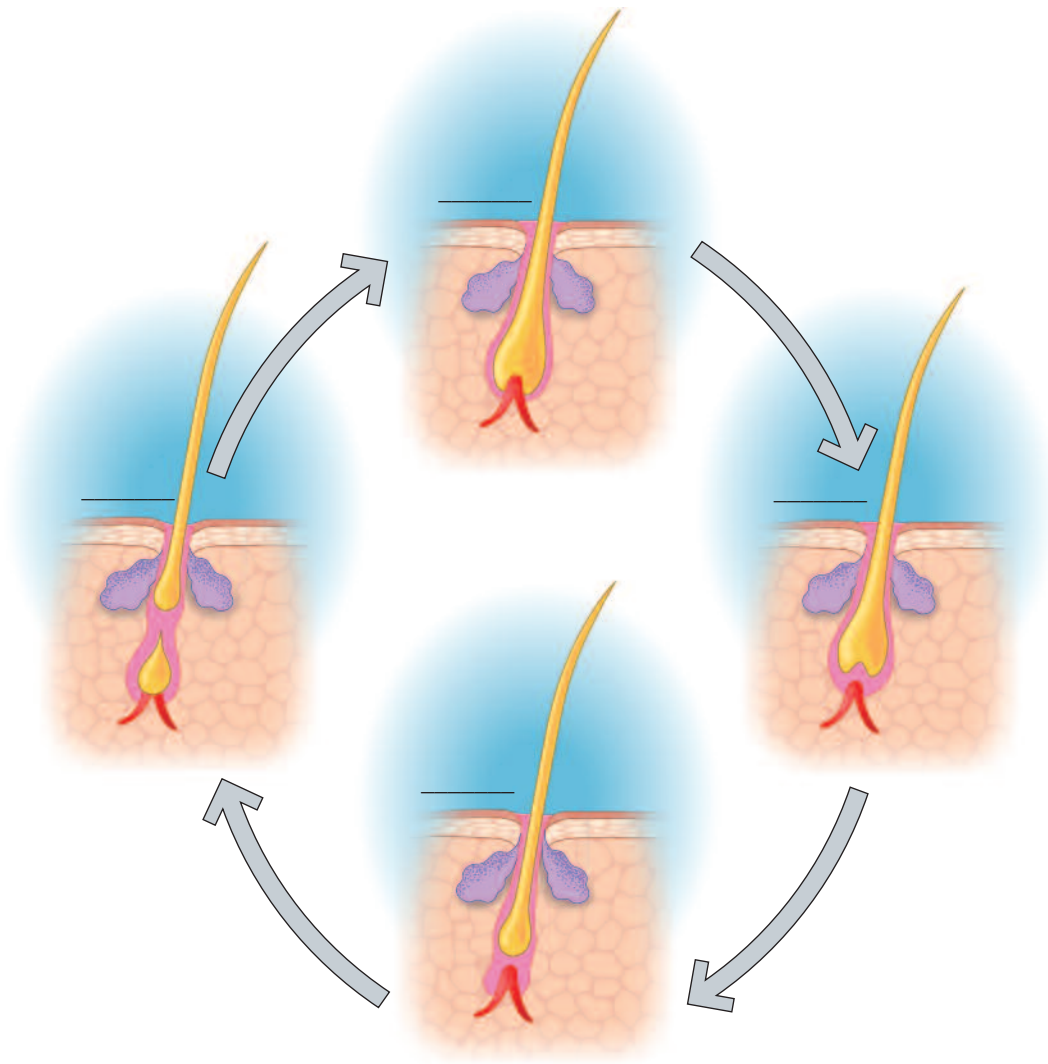
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Theory evidence sheet 2: The hair

1. Here is a diagram of a cross section of the hair shaft. Label the different parts.



2. Label this diagram of the hair growth cycle.



Stage	Description
	The active or growing phase
	The transitional or changing stage
	The resting phase

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3. Here is a list of hair terms. Write a short definition beside each one to create your own dictionary so that you become familiar with the terminology. This will help you with your exams.

Hair term	Definition
Arrector pili muscle	
Hair follicle	
Root	
Sebaceous gland	
Hair shaft	
Hair growth cycle	
Hair types	
Hair functions	

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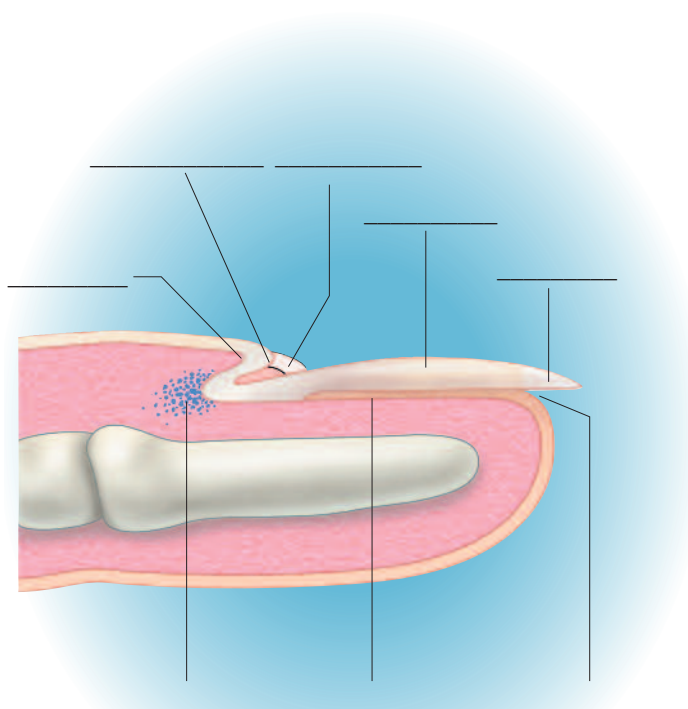
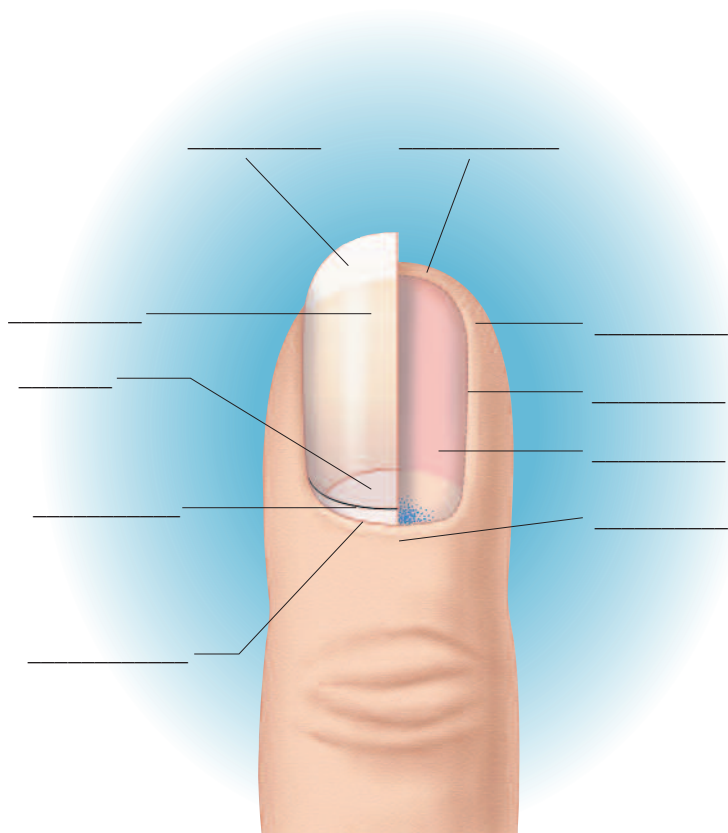
Theory evidence sheet 3: The nails

1. Here is a list of nail terms. Write a short definition beside each one to create your own dictionary so that you become familiar with the terminology. This will help you with your exams.

Term	Definition
Matrix	
Nail wall	
Free edge	
Hyponychium	
Perionychium	
Nail plate	
Nail bed	
Nail groove	
Cuticle	
Lunula	
Eponychium	

2. Here are two diagrams of the nail structure. Label them using the words in the box.

Nail groove	Hyponychium	Matrix	Eponychium	Free edge
Nail wall	Lunula	Perionychium	Nail plate	Nail bed



3. There are many factors which influence the rate at which the nail grows. Write as many as you can think of in the boxes below.

The diagram consists of eight empty oval boxes arranged in a circular pattern. A thick blue line connects the boxes in a continuous loop, forming a ring. The boxes are intended for students to write down factors that influence the rate at which the nail grows.

4. What factors may cause poor nail growth? Write as many as you can think of in the boxes below.

A circular diagram consisting of eight empty oval boxes arranged in a ring. The boxes are connected by a thick blue line that forms a circle around them. This diagram is intended for students to write down factors that may cause poor nail growth.

5. Here are some multiple choice questions regarding nail health and anatomy. Research them and see how many you get right.

1. Onychocryptosis is another name for which common nail condition?

- a. Bitten nails ☐
- b. In-growing nails ☐
- c. Warts ☐
- d. Verrucas ☐

2. Onycholysis is another name for:

- a. Whitlow ☐
- b. Bacterial infection ☐
- c. Nail separation ☐
- d. Splitting nails ☐

3. Onychophagy is another name for what common condition?

- a. Bruised nails ☐
- b. Wavy ridges ☐
- c. Furrows ☐
- d. Bitten nails ☐

4. Leuconychia is another name for which condition?

- a. White spots ☐
- b. Hangnails ☐
- c. Splintering ☐
- d. Overgrown cuticles ☐

5. Koilonychia is another term for which condition?

- a. Hook nails ☐
- b. Claw nails ☐
- c. Fan shaped nails ☐
- d. Spoon nails ☐

6. The function of the nail is:

- a. to protect the nerves at the end of the fingers and toes ☐
- b. to distinguish between males and females ☐
- c. to assist with eating ☐
- d. to look pretty with nail varnish applied ☐

7. The effects of damage to the nail show as:

- a. discolouration of the nail plate through not using a base coat ☐
- b. splitting of the nail plate either across or lengthways ☐
- c. nails growing long and strong ☐
- d. nails becoming yellow from nicotine when smoking ☐

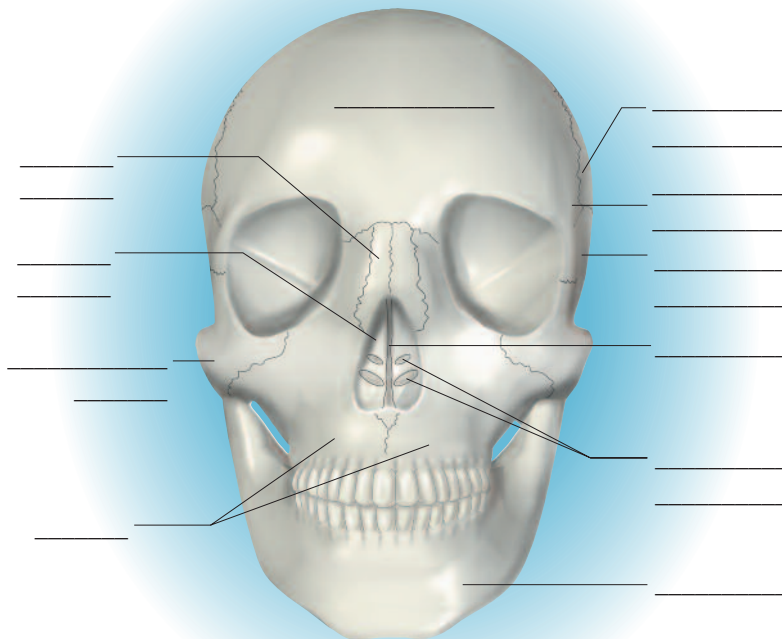
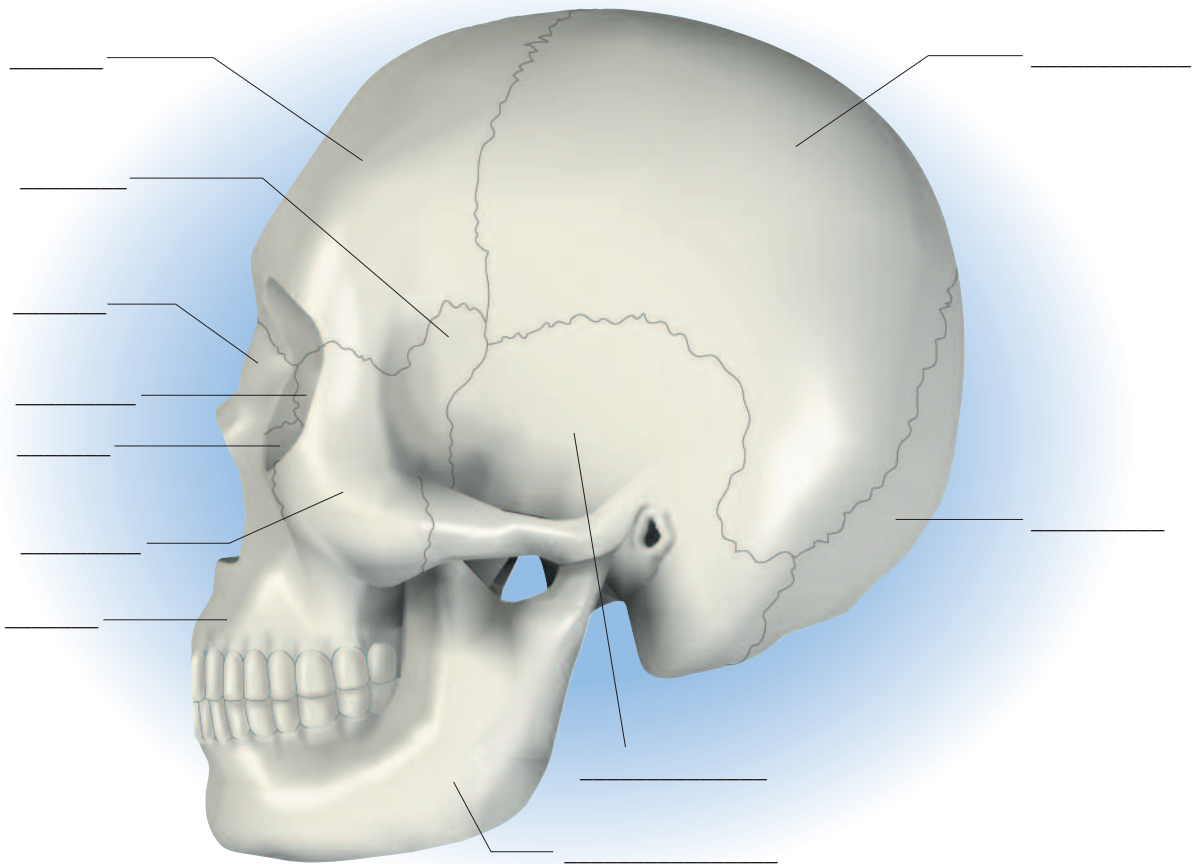
Assessment feedback sheet for underpinning knowledge written evidence Level 2 Beauty Therapy

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Assessment date	Venue
Type of assessment Written <input type="checkbox"/> Practical <input type="checkbox"/>	
Learner evaluation	
Assessor feedback	
Outcome Competent <input type="checkbox"/> Not competent at this time <input type="checkbox"/> Reason for non-competency:	
What next? This section provides the student with two key objectives to move forward with their work and stretch and challenge them to progress	
Action plan objective 1	Target date
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Functional skills used within this assessment Maths <input type="checkbox"/> English <input type="checkbox"/> Comprehension <input type="checkbox"/> Communication <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Communication <input type="checkbox"/> Example given:	
Learner signature	Completion date
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Theory evidence sheet 4: The bones

1. Label the bones of the head and face in the following two diagrams.

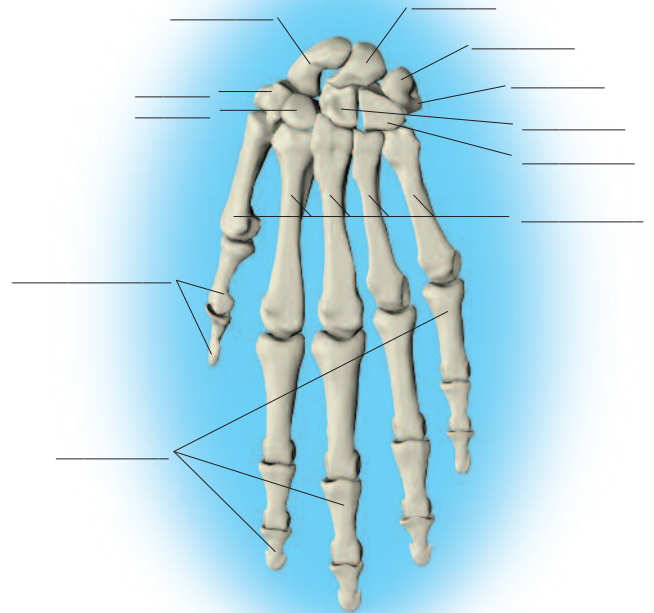
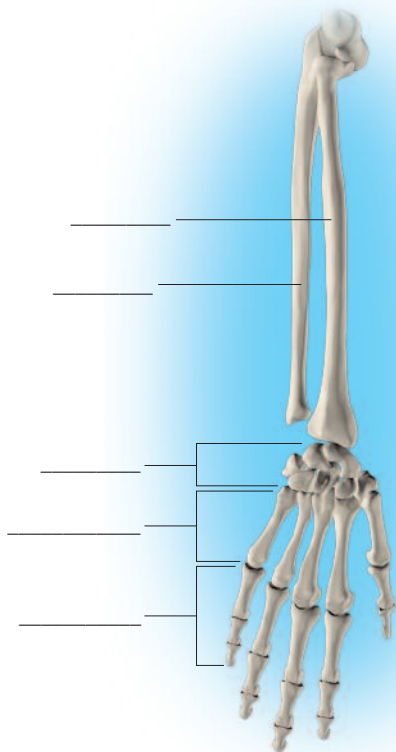


2. What am I?

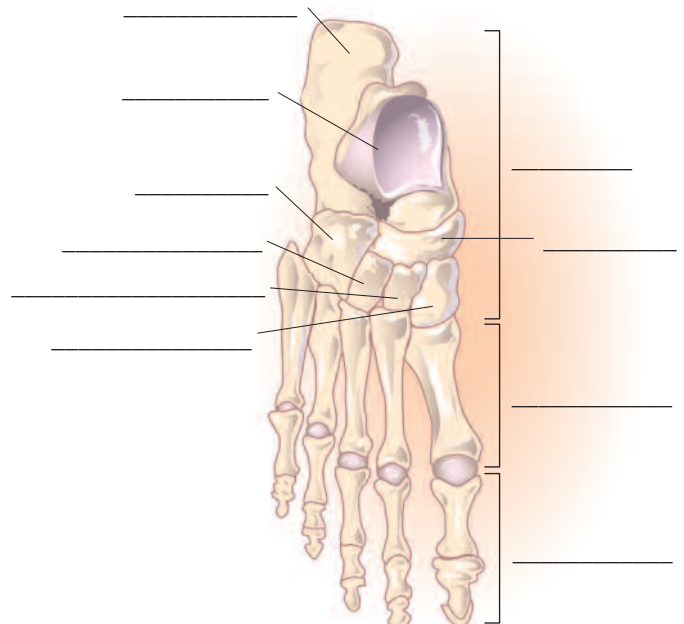
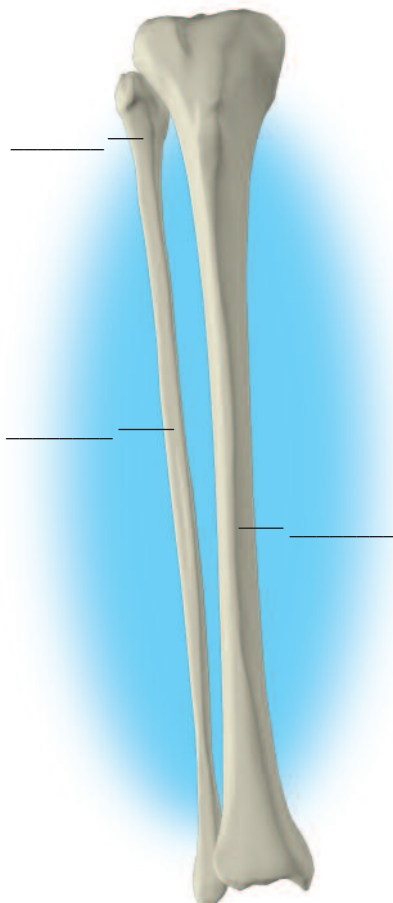
Read the descriptions below for each bone and then write their names in the right hand column.

Description	What am I? How many are there of me?
I am found at the back of the skull and hairdressers often use me to shape the hairline	
I am the rim of each eye orbit	
I form the lower jaw and I am the only moving bone in the face	
I am at the side of the head almost behind the ears	
I am at the base of the skull, wing shaped, and help to form the temple	
I form the upper sides of the skull at the top or roof of the cranium	
I form part of the nasal septum, dividing the nose in two	
I am found at the back of the nasal cavity and help form the roof of the mouth	
I form the cheek bones and help to give the face its shape	
I am the bones found inside the nose	
I am the long thin bone going across the front of the chest, from each shoulder to the breast bone	
I am the bone at the top of each arm, there is nothing funny about me if you bash me!	
I am often called the breast bone and I help protect the heart	
I am the vertebrae which form the neck. I support and allow movement of the head, but I can be delicate and easily broken	
I am at the back of the shoulder girdle, sitting on top of the rib cage, flat but very moveable	
I form the upper jaw and help support the nasal and orbital cavities	

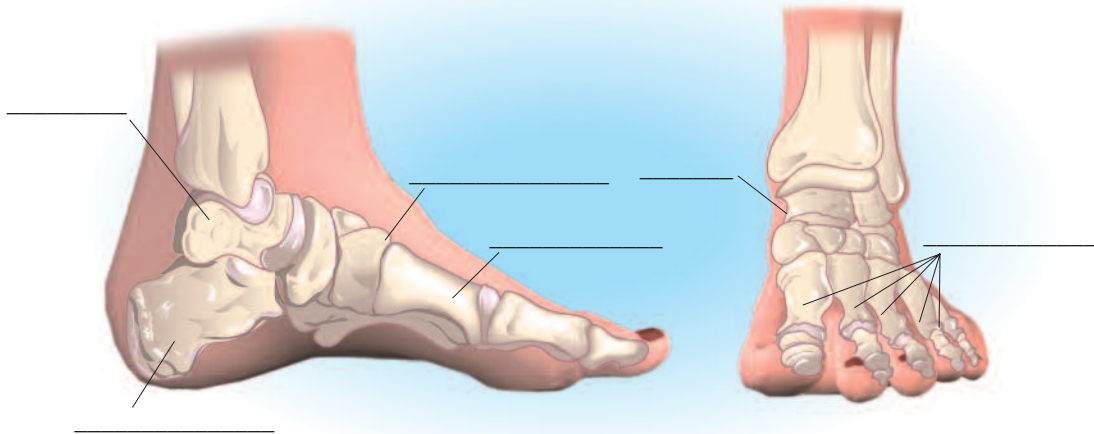
3. Here are two diagrams of the bones of the lower arm and hand, which you need to know as they support the muscle structure. Please label the diagrams.



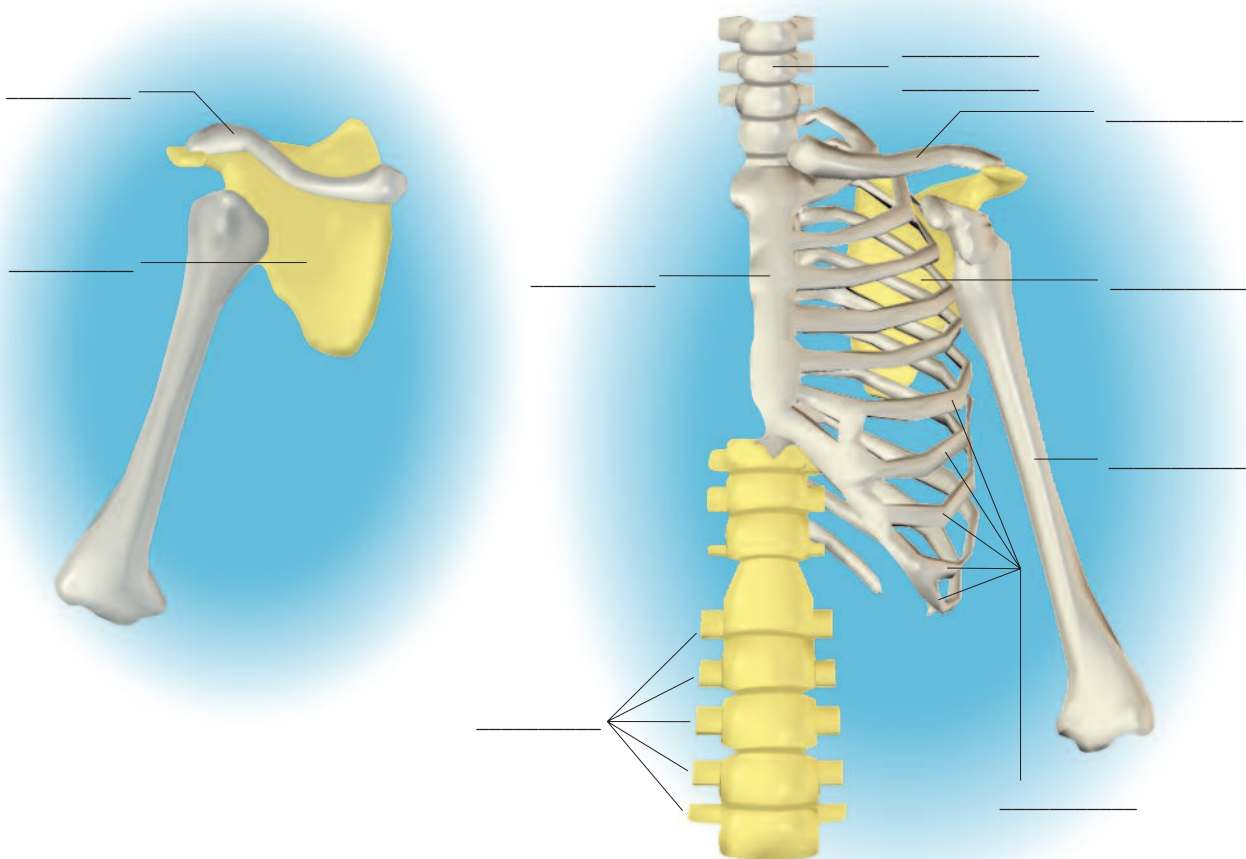
4. Here are two diagrams of the bones in the lower leg and foot. Please label all the structures.



5. In the diagram below label the bones of the foot as seen from the front and side.

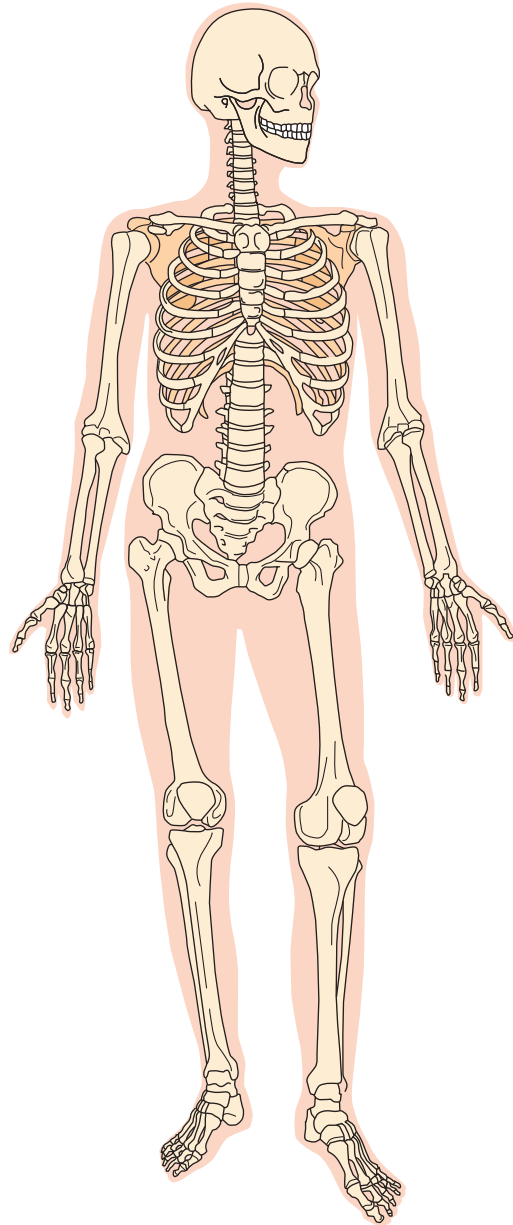


6. For facial massage work, it is important that you know the bones of the shoulder and chest. Please label the following diagrams.



7. What are the main functions of the skeleton? Fill in the boxes below.

Support
Protection
Storage
Production



8. Where are the blood cells produced in the body.

Assessment feedback sheet for underpinning knowledge written evidence Level 2 Beauty Therapy

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Assessment date	Venue
Type of assessment Written <input type="checkbox"/> Practical <input type="checkbox"/>	
Learner evaluation	
Assessor feedback	
Outcome Competent <input type="checkbox"/> Not competent at this time <input type="checkbox"/> Reason for non-competency:	
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Learner signature	Completion date
Assessor signature	Completion date

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Theory evidence sheet 5: The muscles

1. Here is a list of muscle terms, which continues on to the next page. Write a short definition beside each one to create your own dictionary so that you become familiar with the terminology. This will help with your exams.

Term	Definition
Skeletal muscle, also called voluntary muscle or striped muscle	
Smooth muscle	
Cardiac muscle	
Ligaments	
Tendons	

Term	Definition
Origin	
Insertion	
Contraction	
Relaxation	

2. What are the main functions of muscle?

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3. Fill in the boxes to complete the revision table for facial muscles. You could then use these as flash cards to test yourself on where the muscles are.

Muscle	Position/Location	Action
Frontalis		
Corrugators		
Procerus		
Orbicularis oculi		
Nasalis		
Masseter		
Buccinator		

Muscle	Position/Location	Action
Risorius		
Zygomaticus		
Quadratus labii superioris		
Orbicularis oris		
Mentalis		
Triangularis		
Temporalis		

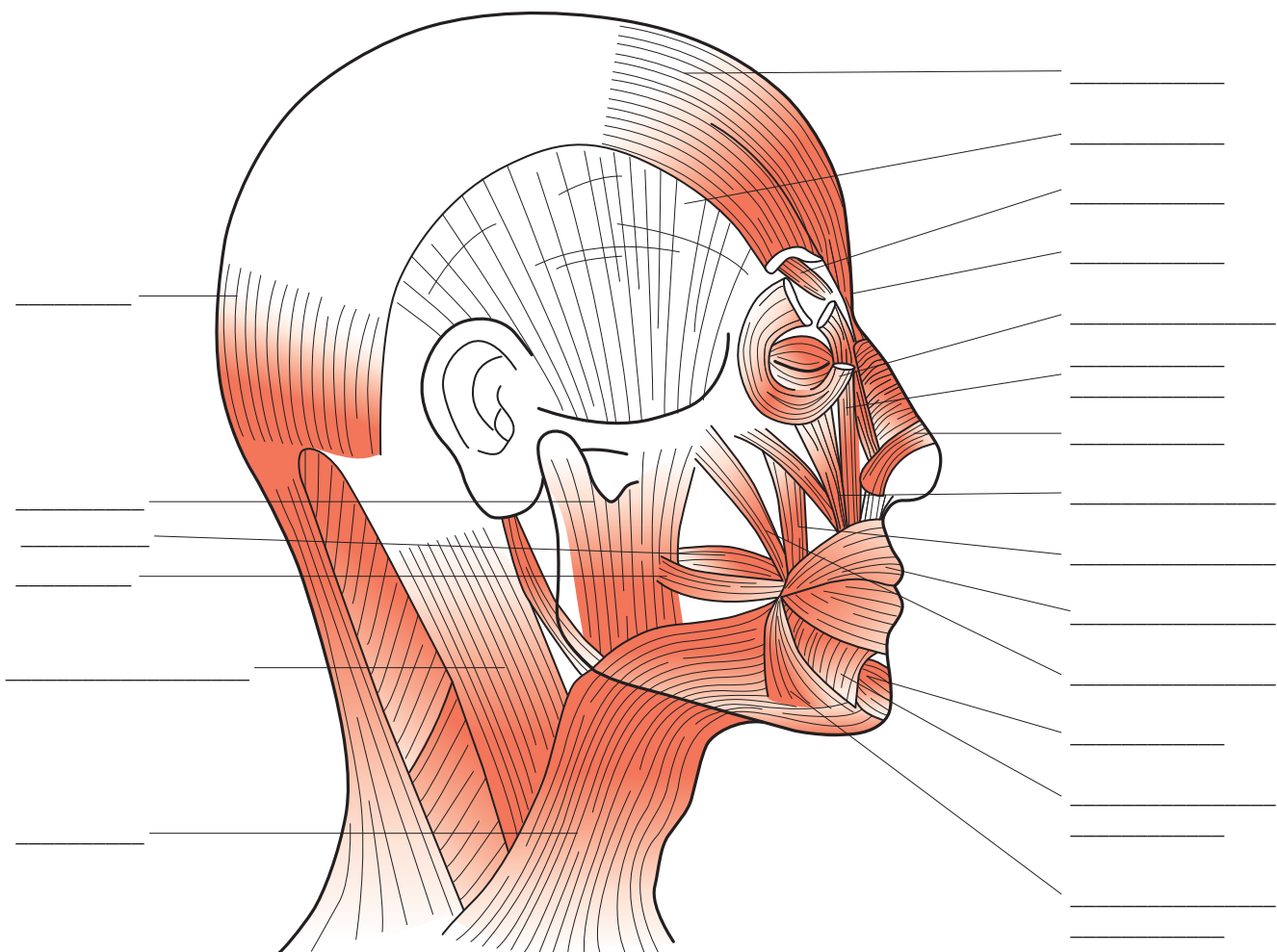
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Muscle	Position/Location	Action
Platysma		
Sternocleidomastoid		
Depressor labii inferioris and depressor labii anguli		
Levator anguli oris and levator labii superioris		
Levator scapulae		
Occipitalis		

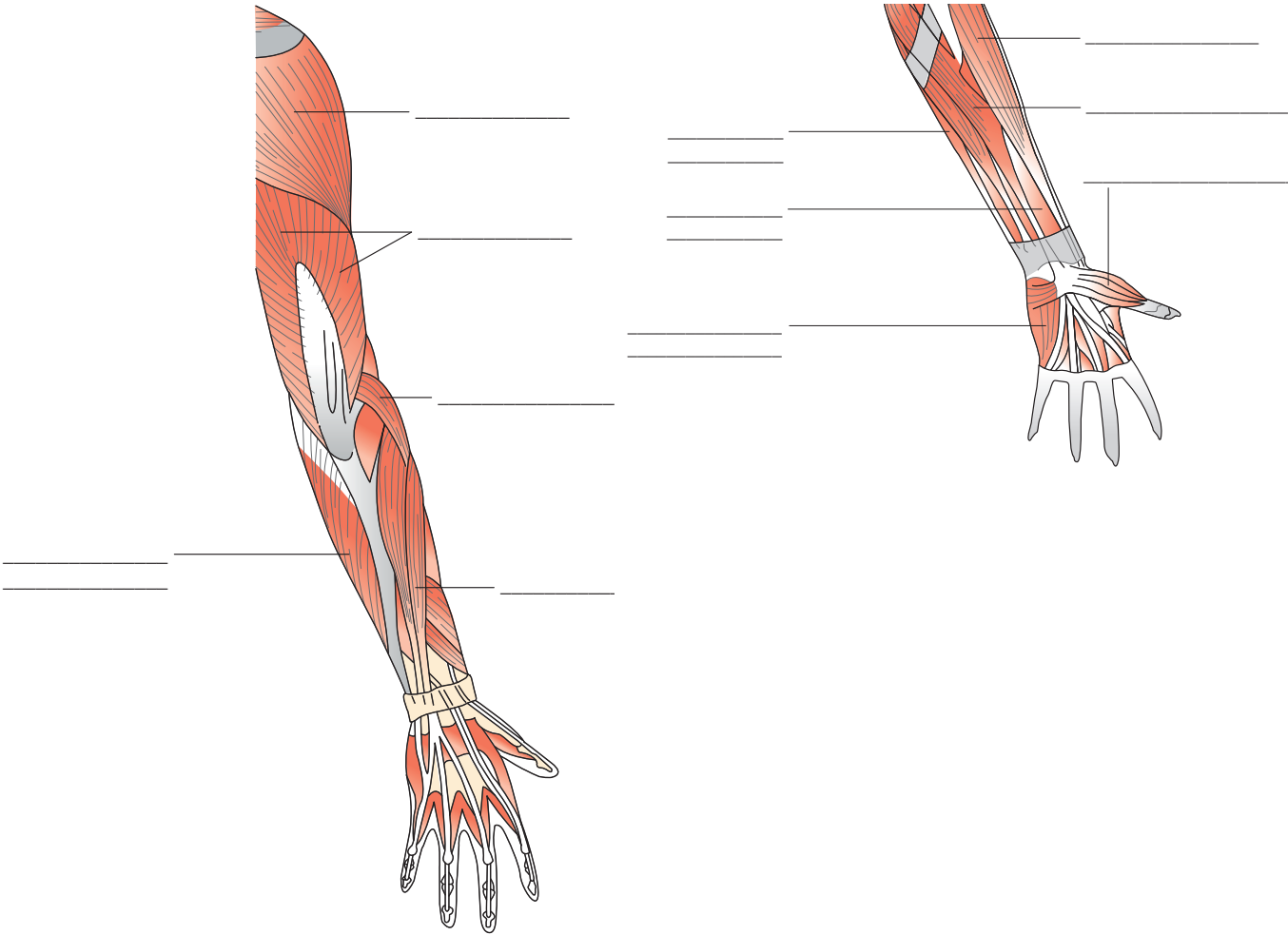
4. Without referring to the glossary, try to complete the boxes below about the types of muscle found in the body.

Cardiac muscle	Voluntary muscle	Involuntary muscle

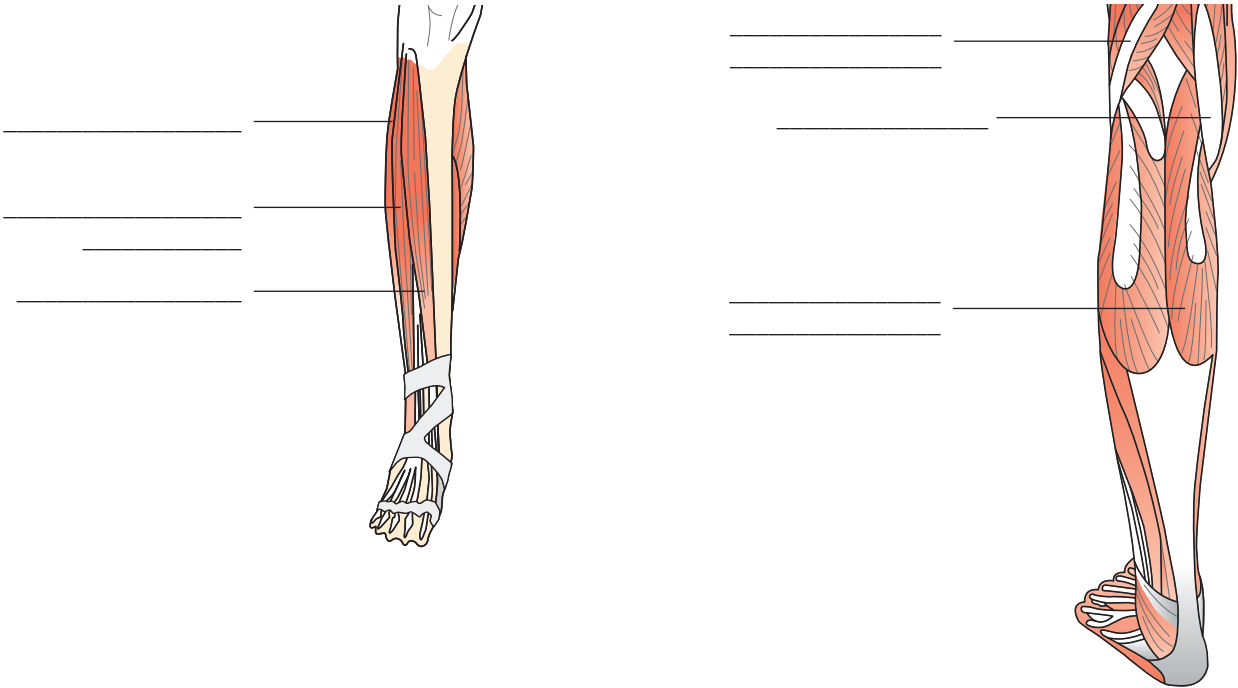
5. Label the muscles of the face and neck in the diagram below.



6. Label the muscles in the lower arms in the diagram below.



7. Label the muscles of the lower limbs in the diagrams below.



Assessment feedback sheet for underpinning knowledge written evidence Level 2 Beauty Therapy

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Assessor signature	Completion date

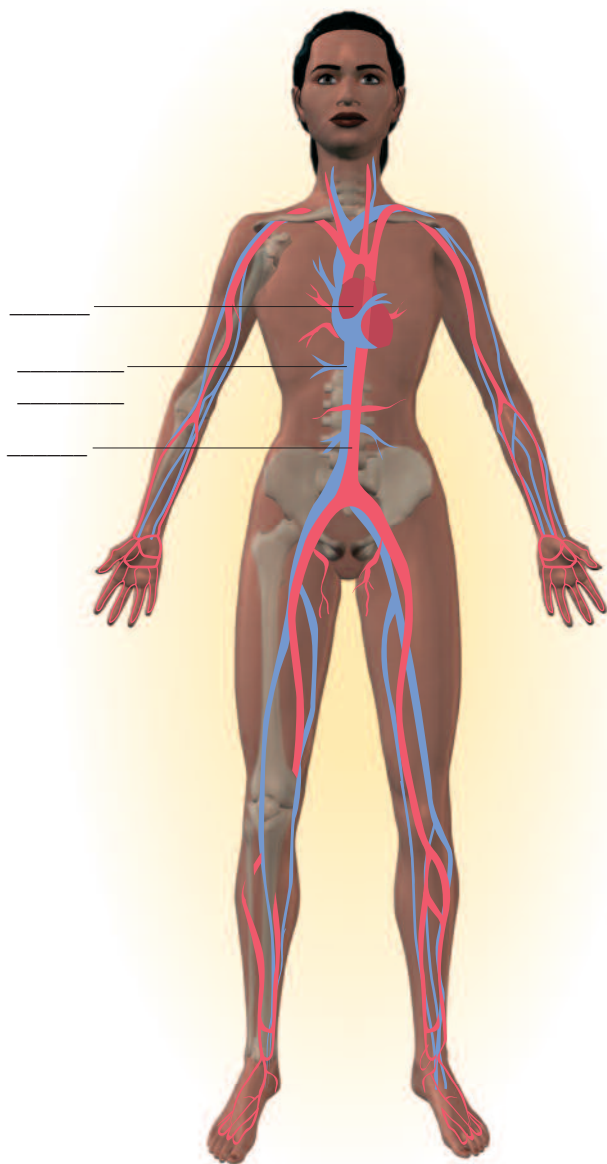
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Theory evidence sheet 6: The blood and circulation

1. The acronym '**O**ld **C**harlie **F**oster **H**ates **W**ild **W**omen **H**aving **D**ouble **C**hins' is a good way to remember the functions of blood. Fill in the boxes below to state what OCFHWWHDC stands for and how each function works.

O		
C		
F		
H		
W		
W		
H		
D		
C		

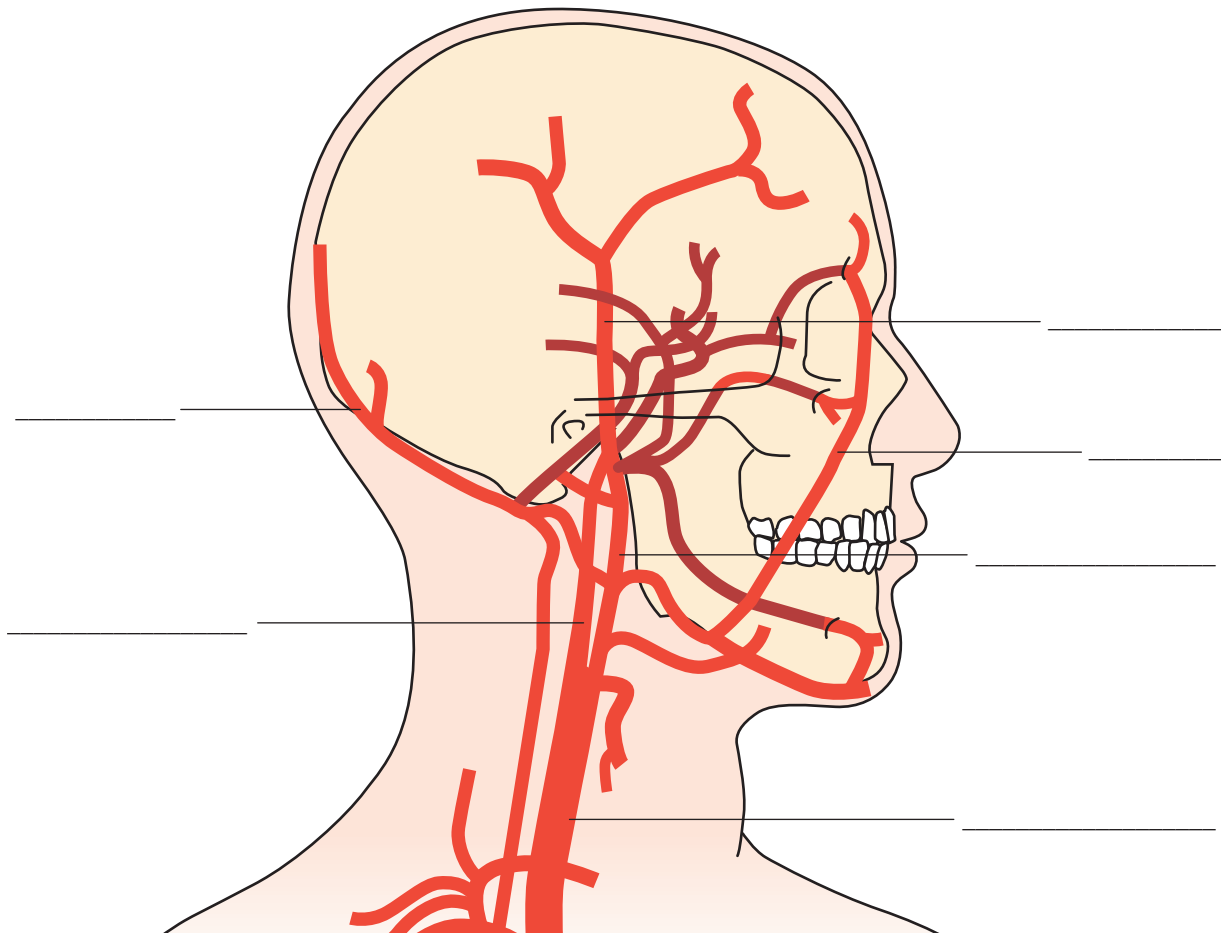
2. The body's circulatory system consists of five components. The headings are listed in the boxes below. Add your own detail in each box, with a full description, to help with your revision.



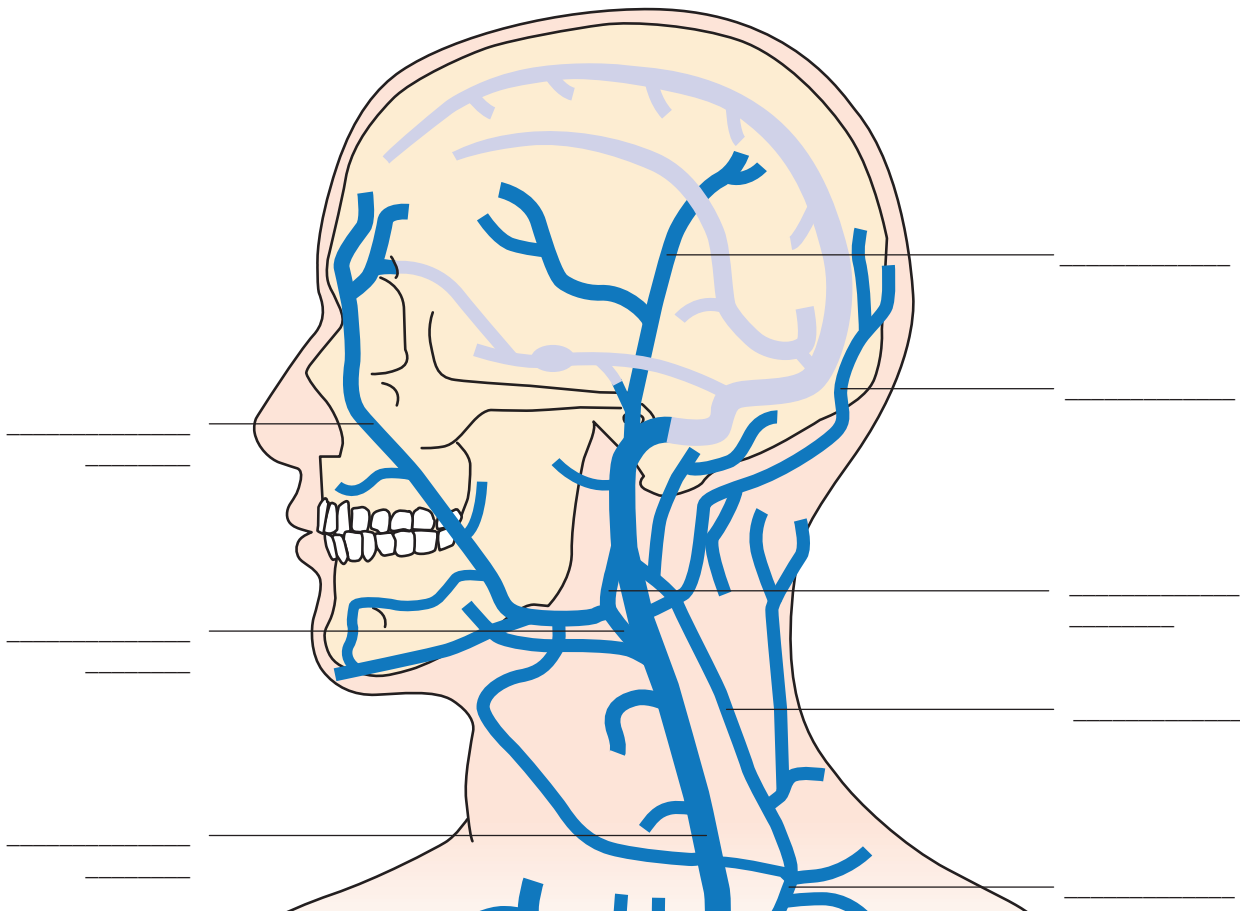
3. The five types of blood vessel are listed below. Write a brief description of each.

Arteries	
Veins	
Capillaries	

4. The diagram below shows the arterial blood flow to the head and neck. Complete the labels.

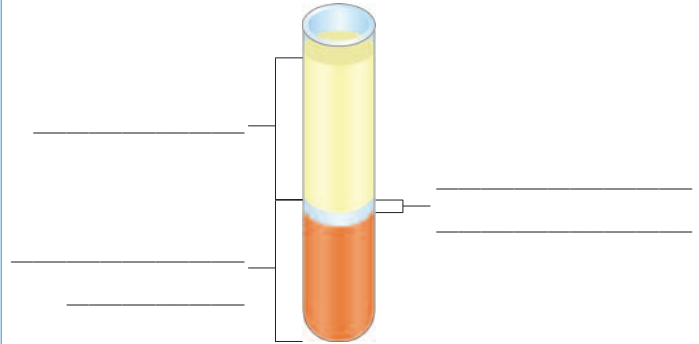


5. The diagram below shows the main veins of the head and neck. Complete the labels.

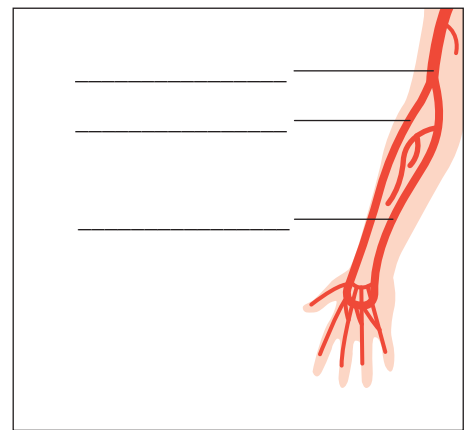
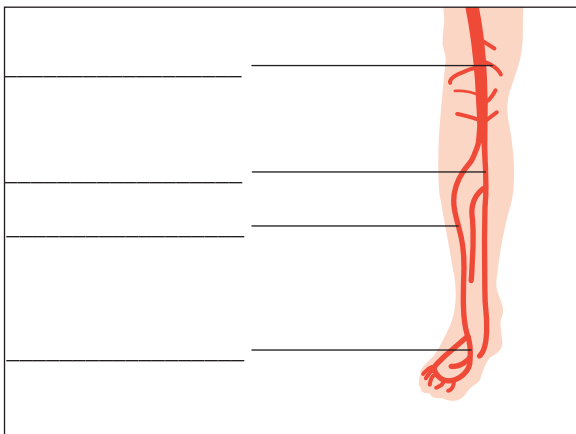


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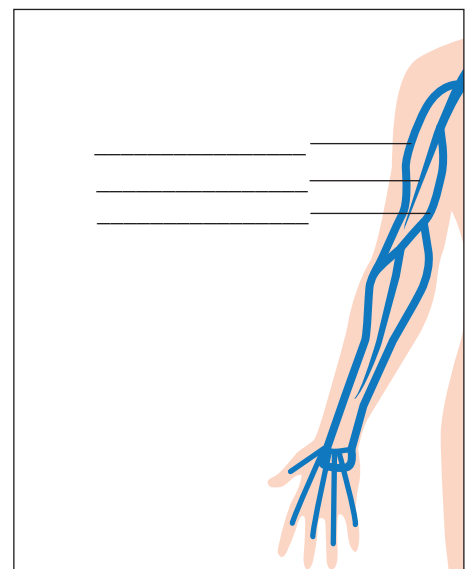
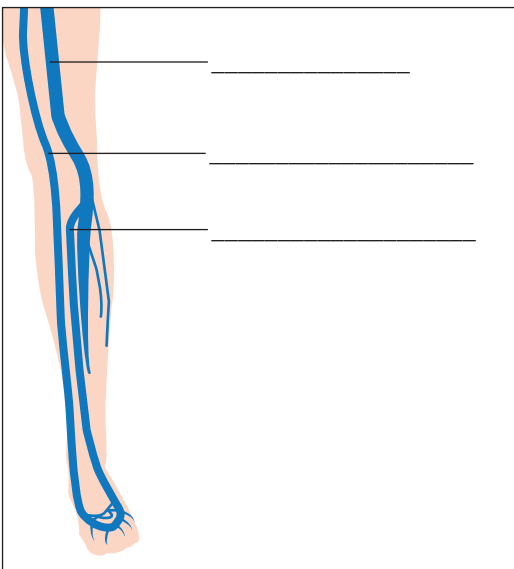
6. Blood composition – what is it made of? Do some research and write your answers in the box below.



7. Label the arteries of the body – you need to know the arteries supplying the limbs for manicure and pedicure.



8. Label the veins of the body – you need to know the veins supplying the limbs for manicure and pedicure.



Assessment feedback sheet for underpinning knowledge written evidence Level 2 Beauty Therapy

Learner name	Number
Assessor name	Number (if applicable)
Assessment date	Venue
Type of assessment Written <input type="checkbox"/> Practical <input type="checkbox"/>	
Learner evaluation	
Assessor feedback	
Outcome Competent <input type="checkbox"/> Not competent at this time <input type="checkbox"/> Reason for non-competency:	
What next? This section provides the student with two key objectives to move forward with their work and stretch and challenge them to progress	
Action plan objective 1	Target date
Action plan objective 2	Target date
Functional skills used within this assessment Maths <input type="checkbox"/> English <input type="checkbox"/> Comprehension <input type="checkbox"/> Communication <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening <input type="checkbox"/> Communication <input type="checkbox"/> Example given:	
Learner signature	Completion date
Assessor signature	Completion date

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Theory evidence sheet 7: The lymphatic system

1. Complete the boxes on the right in the table below.

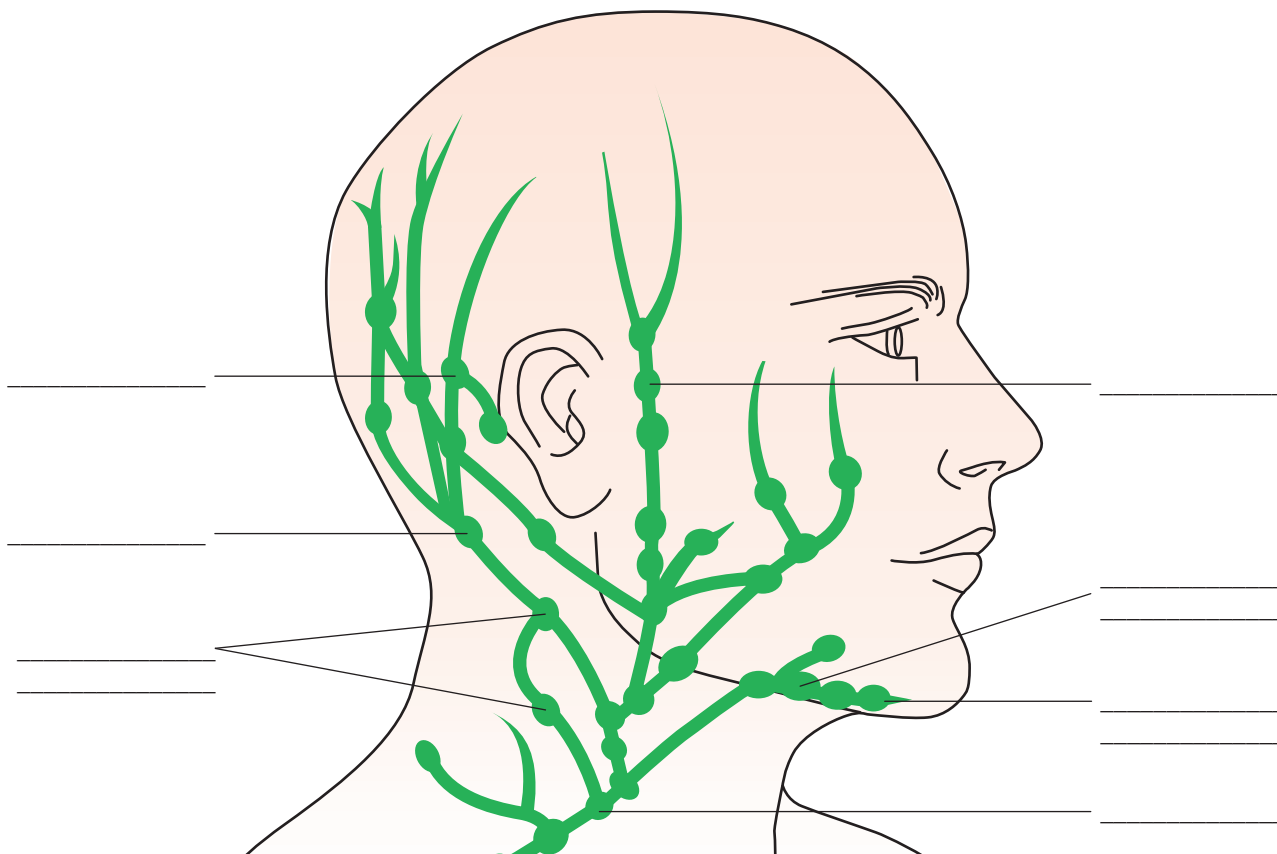
Question	Answer
Which system is the lymphatic system linked to?	
How does the lymphatic system differ from the blood circulation?	
What is the fluid part of blood called?	
When the fluid has seeped out of the blood capillary what is it known as, and why?	
What is the job of the fluid?	
Where does the fluid go after flowing into lymph capillaries?	
What happens to it next?	
What is oedema?	
Name two ways in which lymph capillaries differ from blood capillaries	
What does permeable mean?	
What is the role of lymph in skin and muscle condition?	

2. What is the composition of lymph?

3. What is the function of lymph?

4. What is the benefit to a therapist of knowing about the lymphatic system?

5. Label the lymph nodes in the head as shown in the diagram below.



6. Here are some multiple choice questions regarding the body's systems and the effects of treatment on them. Research them and see how many you get right.

1. The effect of massage on the muscular system includes:

- a. stimulation of the nerves. ☐
- b. faster removal of oxygen. ☐
- c. faster removal of hormones. ☐
- d. improvement of flexibility. ☐

2. One benefit of massage on the skin is to help:

- a. desquamation. ☐
- b. respiration. ☐
- c. peristalsis. ☐
- d. reproduction. ☐

3. The effect of massage on the skeletal system is to:

- a. stimulate the bones. ☐
- b. encourage peristalsis. ☐
- c. reduce stiffness. ☐
- d. encourage better waste removal. ☐

4. By improving the circulation with massage you are also:

- a. encouraging more efficient delivery of nutrients. ☐
- b. increasing stress. ☐
- c. encouraging deeper breathing. ☐
- d. increasing fatigue. ☐

5. The effect of massage on the lymphatic system includes:

- a. relaxing. ☐
- b. warming. ☐
- c. detoxifying. ☐
- d. soothing. ☐

6. The effect of massage on the skin includes:

- a. vasoconstriction of the surface capillaries. ☐
- b. decreased elasticity of the skin. ☐
- c. good blood flow and cell regeneration. ☐
- d. decreased sebum production. ☐

7. By relaxing the mind with massage you are also:

- a. improving circulation. ☐
- b. relieving stiff joints. ☐
- c. increasing tension. ☐
- d. reducing stress. ☐

8. When massaging the tissue surrounding the nails you are:

- a. stimulating the matrix to produce more cells. ☐
- b. decreasing sebum and sweat production. ☐
- c. increasing the uptake of carbon dioxide in the tissues. ☐
- d. reducing the keratinisation process in the area. ☐

9. Massage of the face will help to improve:

- a. muscle tone. ☐
- b. eyelash growth. ☐
- c. heart rate. ☐
- d. superfluous hair. ☐

10. Understanding all the body's systems enables you to give:

- a. a safe and effective treatment. ☐
- b. an expensive treatment. ☐
- c. a long lasting treatment. ☐
- d. a quicker treatment. ☐

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Type of assessment Written <input type="checkbox"/> Practical <input type="checkbox"/>	
Learner evaluation	
Assessor feedback	
Outcome Competent <input type="checkbox"/> Not competent at this time <input type="checkbox"/> Reason for non-competency:	
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Action plan objective 2	Target date
Functional skills used within this assessment Maths <input type="checkbox"/> English <input type="checkbox"/> Comprehension <input type="checkbox"/> Communication <input type="checkbox"/> Example given:	
Learner signature	Completion date
Assessor signature	Completion date

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