

# VTCT Level 3 Diploma in Make-Up Artistry

Accreditation start date: **1 August 2010**  
Credit value: **50**  
Total Qualification Time (TQT): **500**  
Guided learning hours (GLH): **421**  
Qualification number: **500/9065/3**

## Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IV signature (if sampled)
Mandatory units				
UV30491				
UV30468				
UV20492				
UV30440				
UV20438				
UV20437				
UV30431				
UV30441				
UV30409				
Optional units	Please insert optional units achieved			

# The qualification

## Introduction

The VTCT Level 3 Diploma in Make-Up Artistry will enable you to work as a professional make-up artist.

You will gain skills and knowledge in instructing clients on make-up application, media make-up including applying small ready-made prosthetic pieces, fashion and photographic make-up, camouflage make-up, face and body art.

You will also have the opportunity to gain skills in airbrush make-up, styling and fitting head and facial postiche (wigs and hairpieces) or Mendhi skin decoration.

## Prerequisite

Learners who wish to undertake this qualification must also achieve the VTCT (ITEC) Level 2 Award in Infection Prevention (COVID-19) for Make-up Services qualification or a regulated equivalent.

## National Occupational Standards (NOS)

Units in this qualification have been mapped to the relevant NOS (where applicable). This qualification is regulated on the Regulated Qualifications Framework.

This qualification is approved and supported by the Hairdressing and Beauty Industry Authority (HABIA), the standard setting body for hair, beauty, nails and spa qualifications.



## Progression

Progression routes from this qualification include VTCT specialist hair and beauty qualifications, employment or self-employment as a professional make-up artist or progression to higher education.

# Qualification structure

## Total credits required - 50 (minimum)

All mandatory units must be completed.

### Mandatory units - 47 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV30491	R/600/8780	Monitor and maintain health and safety practice in the salon	4	29
UV30468	T/601/4457	Client care and communication in beauty-related industries	3	28
UV20492	T/600/8769	Promote products and services to clients in a salon	3	28
UV30440	J/601/5466	Design and apply face and body art	6	51
UV20438	L/601/4223	Instruction on make-up application	5	34
UV20437	J/601/4222	Apply make-up	5	41
UV30431	T/601/3566	Media make-up	7	60
UV30441	M/601/5509	Fashion and photographic make-up	7	66
UV30409	D/601/4355	Camouflage make-up	7	60

### Optional units - 3 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV30406	R/601/3932	Apply airbrush make-up to the face	4	27
UV20444	H/601/5491	Design and apply Mendhi skin decoration	4	34
UV20490	J/600/8761	Display stock to promote sales in a salon	3	24
UV30436	R/601/5339	Style and fit postiche	7	60

# Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

## Internal assessment

*(any requirements will be shown in the unit)*

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

## External assessment

*(any requirements will be shown in the unit)*

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external quality assurers.

## Assessment explained

VTCT qualifications are assessed and quality assured by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer.

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



## Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

# Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV30491	Monitor and maintain health and safety practice in the salon	0	✓	✓
UV30468	Client care and communication in beauty-related industries	0	✓	✓
UV20492	Promote products and services to clients in a salon	0	✓	✓
UV30440	Design and apply face and body art	0	✓	✓
UV20438	Instruction on make-up application	0	✓	✓
UV20437	Apply make-up	2	✓	✓
UV30431	Media make-up	0	✓	✓
UV30441	Fashion and photographic make-up	1	✓	✓
UV30409	Camouflage make-up	2	✓	✓

Optional units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV30406	Apply airbrush make-up to the face	1	✓	✓
UV20444	Design and apply Mendhi skin decoration	0	✓	✓
UV20490	Display stock to promote sales in a salon	0	✓	✓
UV30436	Style and fit postiche	0	✓	✓

# Unit glossary

	Description
<b>VTCT product code</b>	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
<b>Unit title</b>	The title clearly indicates the focus of the unit.
<b>National Occupational Standards (NOS)</b>	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
<b>Level</b>	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes.
<b>Credit value</b>	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
<b>Guiding Learning hours (GLH)</b>	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Total qualification time (TQT)</b>	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Observations</b>	This indicates the minimum number of observations required to achieve the unit.
<b>Learning outcomes</b>	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
<b>Evidence requirements</b>	This section provides guidelines on how evidence must be gathered.
<b>Maximum service times</b>	The maximum time in which a particular service or practical element must be completed.
<b>Observation outcome</b>	An observation outcome details the practical tasks that must be completed to achieve the unit.
<b>Knowledge outcome</b>	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
<b>Assessment criteria</b>	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
<b>Range</b>	The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.



# UV30491

## Monitor and maintain health and safety practice in the salon

Through this unit you will develop your skills in a supervisory role focusing on health and safety within your salon.

You will recognise salon hazards, carry out risk assessments and then implement the necessary actions. You will monitor and support your colleagues to ensure your salon complies with health and safety requirements. You will implement and supervise salon procedures for all aspects of salon safety and security including the need for insurance.

Level

**3**

Credit value

**4**

GLH

**29**

Observation(s)

**2**

External paper(s)

**0**



# Monitor and maintain health and safety practice in the salon

## Learning outcomes

On completion of this unit you will:

1. Be able to carry out a risk assessment
2. Be able to monitor health and safety in the salon

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit. All 'Observation' outcomes must be on real clients.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least two occasions**.
4. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
5. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
6. *External paper*  
There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

There are no range statements that apply to this unit.



# Observations

## Outcome 1

### Be able to carry out a risk assessment

You can:

- a. Carry out risk assessments and take necessary actions

*\* May be assessed through oral questioning.*

Observation	1	2	<i>Optional</i>
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 2

### Be able to monitor health and safety in the salon

You can:

- a. Monitor and support the work of others to ensure compliance with health and safety requirements

\* May be assessed through oral questioning.

Observation	1	2	<i>Optional</i>
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 1

### Be able to carry out a risk assessment

You can:	Portfolio reference / Assessor initials*
b. State the reason for carrying out risk assessments	
c. Describe the procedures for carrying out a risk assessment	
d. Describe when risk assessments should be carried out	
e. Outline necessary actions to take following a risk assessment	

\* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.





## Outcome 2

### Be able to monitor health and safety in the salon

You can:	Portfolio reference / Assessor initials*
b. Outline the health and safety support that should be provided to staff	
c. Outline procedures for dealing with different types of security breaches	
d. Explain the need for insurance	

\* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to carry out a risk assessment

**Hazards and risks:** A hazard is something that has the potential to cause harm, a risk is the likelihood of a hazard happening.

**Reasons for risk assessment:** Legal requirement, provide a safe environment for staff/visitor/clients, identification of hazards, minimising hazards and risks, emergency procedures, staff training, implication of more than five members of staff, new staff in the workplace, new equipment and products, review systems, amendments and modifications to existing assessments, update records.

**Salon procedure for risk assessments:** Identify hazard, judgement of salon hazards, nominated risk assessment person/team, who/what, determine the level of risk, preventative measures, reduce a potentially harmful situation, notify staff, interpret results, conclusions, record findings, regular reviews.

**Potential salon hazards requiring regular risk assessment:**

**Space** – utilisation, working area, heating, lighting, ventilation, layout and design of the salon.

**Chemicals** – procedures, storage, handling, safe usage, safe disposal, records.

**Equipment** – selection, safe usage, handling, lifting, repairs, maintenance.

**Security (stock)** – control systems, procedures, ordering, handling, storage.

**Security (cash)** – staff training, point of sale, in transit.

**Security (people)** – staff clients, visitors, personal belongings, systems, security, emergency evacuation, storage/use of confidential staff/client records, business information, data protection.

**Buildings** – maintenance of internal and external security, commercially available systems.

**Emergency procedures** – accidents, first aid, fire evacuation, incidents, personnel, records.



## Outcome 2: Be able to monitor health and safety in the salon

**Salon health and safety legislation and regulations:** Health and safety at work, control of substances hazardous to health, reporting of injuries diseases and dangerous occurrences, personal protective equipment, electricity at work, manual handling, supply of goods and services, trade description, data protection, employers liability (compulsory insurance), occupiers liability, local by-laws (set by council), salon rules, code of conduct, observance by all staff.

**Monitor and support others to ensure compliance of health and safety:**

Accurate records, update processes and procedures, regular staff training (simulation), spot checks, monitoring changes in law, take external advice.

**Providing support for staff:** Up-to-date leaflets and posters, ongoing training, open door policy, suggestion box, current roles and responsibilities for staff.

**Security breaches:**

**Inform** - salon owner, management, head of school.

**Review records** - stock levels/control, monitor takings, inventory of equipment, manual and computerised records.

**Actions** - take statements, eye witness accounts, review findings, call in police, notify data protection registry/clients of breach, maintain confidentiality, could result in loss of employment.

**Importance of insurance:** Accidents, emergencies, legal claim, protect business, prevent fraudulent claim.

# Notes

Use this area for making notes and drawing diagrams



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# UV30468

## Client care and communication in beauty-related industries

This is a preparation for work unit which is based on capability and knowledge. This unit is about client care and communication in beauty-related industries. You will develop your ability to adapt the provision of client care and your communication skills, to the needs of different clients, as well as learn how to manage client expectations.

Level

**3**

Credit value

**3**

GLH

**28**

Observation(s)

**3**

External paper(s)

**0**



# Client care and communication in beauty-related industries

## Learning outcomes

On completion of this unit you will:

1. Be able to communicate and behave in a professional manner when dealing with clients
2. Be able to manage client expectations

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least three occasions**.
4. *Range*  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.





# Observations

## Outcome 1

### Be able to communicate and behave in a professional manner when dealing with clients

You can:

- a. Behave in a professional manner within the workplace
- b. Use effective communication techniques when dealing with clients
- c. Adapt methods of communication to suit different situations and client needs
- d. Use effective consultation techniques to identify treatment objectives
- e. Provide clear recommendations to the client

*\* May be assessed through oral questioning.*

Observation	1	2	3
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



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## Outcome 2

### Be able to manage client expectations

You can:

- a. Maintain client confidentiality in line with legislation
- b. Use retail sales techniques to meet client requirements

*\* May be assessed through oral questioning.*

Observation	1	2	3
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



# Range

\*You must practically demonstrate that you have:

<b>Dealt with <b>all</b> clients</b>	<b>Portfolio reference</b>
New	
Regular	
<b>Used <b>all</b> consultation techniques</b>	<b>Portfolio reference</b>
Questioning	
Visual	
Manual	
<b>Dealt with <b>all</b> complaints</b>	<b>Portfolio reference</b>
Dissatisfied client	
Unrealistic client expectations	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 1

### Be able to communicate and behave in a professional manner when dealing with clients

You can:	Portfolio reference / Assessor initials*
f. Assess the advantages and disadvantages of different types of communication used with clients	
g. Describe how to adapt methods of communication to suit the client and their needs	
h. Explain what is meant by the term 'professionalism' within beauty related industries	
i. Explain the importance of respecting a client's 'personal space'	
j. Describe how to use suitable consultation techniques to identify treatment objectives	
k. Explain the importance of providing clear recommendations to the client	

\* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.



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## Outcome 2

### Be able to manage client expectations

You can:	Portfolio reference / Assessor initials*
c. Evaluate client feedback	
d. Evaluate measures used to maintain client confidentiality	
e. Explain the importance of adapting retail sales techniques to meet client requirements	
f. Identify methods of improving own working practices	
g. Describe how to resolve client complaints	

\* Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to communicate and behave in a professional manner when dealing with clients

**Verbal communication:** (speaking) manner and tone, professional, supportive, respectful, sensitive to client, open questioning related to treatment.

**Advantages** – quick, instant response, client body language.

**Disadvantages** – no written record, no time to consider, no paper trail.

**Non-verbal communication:** eye contact, body language, listening.

**Advantages** – written communication, detailed, recorded, clear, specific, opportunity to consider, paper trail.

**Body language** – expression of feelings, easily identify anger, happiness, confusion.

**Disadvantages** – written communication, cannot see reaction, cannot change mind, no opportunity for discussion.

**Body language** – cannot hide feelings, can be a barrier.

**Professional manner:** Use positive body language, abide by salon regulations and codes of conduct, encourage clients to ask questions, be supportive and respectful, be sensitive to client's privacy and personal details, professional appearance, avoid inappropriate conversations.

**Professional appearance:** Clean, professional uniform, no jewellery or piercings, hair neatly tied back (fringe secured), closed-in footwear, personal hygiene and cleanliness (shower/bath,

cover cuts and abrasions, deodorant or antiperspirant), oral hygiene (clean teeth, fresh breath), nails (good condition and maintained, short, no nail varnish, no nail extensions).

**Professional ethical conduct:** Polite, cheerful and friendly manner; friendly facial expressions, positive attitude, eye contact, open body language, client relations (not argumentative, confidentiality), respect for colleagues and competitors, avoid gossip, pride in work, honesty, integrity, punctuality, employer and client loyalty.

### **Consultation communications:**

Establish client requirements and therapist recommendations, give appropriate advice if client is contra-indicated, client satisfaction, client expectations, suitability and aftercare, prevent contra-actions, courteous, eye contact, verbal communication, non-verbal communication, signatures of client and therapist (legal document; insurance claims, acknowledgement of recommendations), avoid conflict between a client and therapist, visual, manual, question, listen, client card reference, use a range of related terminology linked to treatment being performed.

**Client requirements:** Age, cultural background, special needs, satisfied clients, dealing with dissatisfied clients, all clients treated equally, clear, direct, action taken where necessary, written record.



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## Outcome 1: Be able to communicate and behave in a professional manner when dealing with clients (continued)

**Client treatment needs:** Assess client needs and suitability, client agreement, realistic outcome, cost, duration and frequency of treatments, additional services.

**Recommendations to client:** Explain treatment (the process, expected sensations, skin reaction, outcomes), advise client of most suitable treatment, further treatments, aftercare advice, lifestyle changes, seek agreement from client, retail recommendations, prevent contra-actions, improve results, maintain treatment longer, client care, client satisfaction, client expectations, profits (link sales, insurance reasons, completion of consultation process, returning/repeat clients, new business).

**Personal space:** Space between client and therapist, positioning of client, covering of client, suitable location for consultation, client comfort, client privacy, unobtrusive.





## Outcome 2: Be able to manage client expectations

**Client confidentiality:** Data protection, professional, use of sensitive information, type of information, client access to their own records, maintain client's confidence, storage of client's personal details, record cards, method of destroying sensitive data, access available to authorised persons, time limit of storage of data, secured storage facility.

**Client care feedback:** Client consultation form, comments box, verbal and non-verbal methods, professional, target setting, relate to feedback constructively, professional manner, polite, courteous, personal development, improves client satisfaction, client care, salon profits, career development, team work, employee training, reputation, repeat business, additional treatments.

**Client complaints:** Professional manner, polite, courteous, good client care, senior therapist, senior receptionist or manager, dealt with appropriately, resolve situation, good communication techniques, good client care, good eye contact, good facial expressions, good body language, deal with situation calmly, methods of recording complaints, prompt response verbally/ written.

**Retail opportunities:** Completion of consultation, record on record card, profit, linking of retail/sales, selling products and other services, promotional offers, samples, retail displays, repeat business, course of treatments, demonstrations, open events, existing client offers.

**Sales techniques:** Body language, verbal, non-verbal, testers, samples, linked to

treatment, product knowledge, benefits, listen to client's needs, record card, lifestyle factors.

**Improve working practices:** SWOT analysis (strengths, weaknesses, opportunities and threats to business), sales, productivity, analysis, questionnaires, feedback from clients (verbal/non-verbal), repeat business, monitor trends, peer assessment, observation, mystery shopper, appraisal.

# Notes

Use this area for making notes and drawing diagrams



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# UV20492

## Promote products and services to clients in a salon

Through this unit you will develop a sound knowledge of the products and services offered in your salon. You will learn how to promote these products and services by providing accurate information, describing the benefits and features to your clients, being able to identify buying signals, secure an agreement and close a sale.

This unit is suitable for hairdressing, barbering, nail and beauty salons and spas.

Level

**2**

Credit value

**3**

GLH

**28**

Observation(s)

**3**

External paper(s)

**0**



# Promote products and services to clients in a salon

## Learning outcomes

On completion of this unit you will:

1. Be able to promote products and services to clients

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least three occasions**.
4. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
5. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes must be achieved.
6. *External paper*  
There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

There are no range statements that apply to this unit.



# Observations

## Outcome 1

### Be able to promote products and services to clients

You can:

- a. Establish the client's requirements
- b. Introduce services and/or products to the client at a suitable time
- c. Give accurate and relevant information to the client
- d. Identify buying signals and interpret the client's intentions correctly
- e. Secure an agreement with the client
- f. Close the sale
- g. Identify services and/or products to meet the requirements of the client

*\* May be assessed through oral questioning.*

Observation	1	2	3
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.



# Knowledge



## Outcome 1

### Be able to promote products and services to clients

You can:	Portfolio reference / Assessor initials*
h. Describe the benefits to the salon of promoting services and products to the client	
i. Describe the listening and questioning techniques used for promotion and selling	
j. Explain the terms 'features' and 'benefits' as applied to services or products	
k. Describe the principles of effective face to face communication	
l. State the importance of effective personal presentation	
m. State the importance of good product and service knowledge	
n. Describe how to interpret buying signals	
o. Outline the stages of the sale process	
p. Explain the legislation that affects the selling of services and products	
q. Describe methods of payment for services and products	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to promote products and services to clients

**Client requirements:** Client wishes, needs, requirements, lifestyle, time, hair/skin condition, expectations, service, features (characteristic) and benefits (advantage).

**Opportunities for introducing services/products:** At reception, during consultation, during service, after service, e-mail/post/text, promotional events (launch parties, shows, charity events).

**Provide accurate and relevant information:** Verbal or written (promotional material), demonstrate use of products, price lists, opening times, services offered (including other sectors).

**Secure an agreement:** Verbal or written, signing a contract, disclaimer, paying a deposit, making appointment, on the telephone, when purchasing retail products, payment, before, during and after service.

**Closing of a sale:** Exchange of goods for payment, payment methods (cash, cheque, visa, credit/debit card, vouchers), give change if necessary, print and issue receipt.

**Interpret buying signals:** Client showing interest/no interest, asking questions, request for information (price, availability, availability of appointments), making appointments, verbal agreement.

**Range of suitable services for clients:**

**Women's services** – consultation,

shampooing, conditioning treatments, cutting, colouring, perming, hair extensions, colour correction, blow drying, setting, styling and dressing.

**Men's services** – consultation, hair cutting, facial hair cutting, shaving, styling, colouring, plaiting, perming, hair extensions, colour correction.

**Beauty treatments** – consultation, massage (including holistic, aromatherapy, Indian head, reflexology, half/full body), tanning, make-up, manicure, pedicure, facials, electrolysis, waxing.

**Range of suitable products for clients:**

**Beauty products** – selection of make-up (eye shadows, mascaras, blushers, face powders), make-up brushes, beauty accessories, range of beauty creams/oils, range of nail varnishes, treatment packages, gift sets.

**Hairdressing and barbering products** – range of shampoos and conditioners, intensive conditioning treatments, styling products (mousse, gel, serum, styling crème, wax, oil, protective sprays), finishing products (hair spray, gel spray, shine spray), excess stock, gift sets, hair accessories, small jewellery.

**Benefit to the salon of promoting services and products:** Increases salon turnover, commission, professional image, encourages clients to use quality products, encourages clients to return to the salon,



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## Outcome 1: Be able to promote products and services to clients (continued)

increases client confidence, increases sales in other areas, shows motivation, passion and enthusiasm.

**Professional communication used for promoting services/products:** Try to avoid technical language, always respond, consider client confidentiality.

**Verbal** – speaking (tone of voice, the language you use, how quickly and clearly), questioning (open, closed, probing).

**Non-verbal** – body language, positive attitude (your posture, facial expressions, hand gestures, the distance you stand), listening (be patient, try to be understanding).

**Written** – visual aids, magazines, client records.

**Questioning** – open, closed, probing.

**Listening** – be patient, express trust, be supportive, make sense of what has been said, respond.

**Features and benefits of services and products:**

**Features** – the quality or characteristic of a service or product (service should compliment client, products made in both salon/retail size bottles).

**Benefits** – the advantage of using a product on skin/hair.

**Promoting a professional image in a salon:** Set the standards, walking advert, present an approachable appearance, be ready to lend a hand (willing nature), take on a caring and friendly attitude, possess the expected level of skill, be easy to

talk to, hold a good posture, pay special attention to clients, meet salon dress code and salon codes of conduct, ensure salon is clean, warm and tidy, ensure good team work, professional client consultations, and client hospitality and care.

**The importance of good product and service knowledge:** Professional image, instils confidence, improved aftercare advice, customers promote salon, increase in customers returning and profits.

**Stages of the sale process:**

**Services** – consultation, information provided, questioning, availability, suitability, payment pre-/post-service, exchange of monies, change, receipt given, thank customer for business.

**Products** – peruse, look, feel, read information, question, advice, price, availability, exchange of monies for product, change, receipt given, thank client for business.

**Salon health and safety legislation and regulations:** Health and safety at work, control of substances hazardous to health, reporting of injuries, diseases and dangerous occurrences, personal protective equipment, electricity at work, manual handling, supply of goods and services, trade description, data protection, employers' liability (compulsory insurance), occupiers' liability, local by-laws (set by council), salon rules, code of conduct, observance by all staff.



## Outcome 1: Be able to promote products and services to clients (continued)

### Legal requirements affecting the sale of products and services:

**Sale of goods** – legislation that deals with the contract between a retailer and the consumer, relating to products and equipment.

**The retailer** – has a responsibility to sell best quality goods that are not defective in any way, refund the money for a purchase if it is found to be defective (offer an exchange of goods if there is no receipt), make a complaint to the supplier.

**The three main points** – goods must be in a saleable condition, fit for purpose (not faulty), and as described.

**The supply of goods and services** – legislation that deals with a trader's obligation towards the consumer and their legal rights.

**Refund for goods bought** – this allows the consumer to claim some, or all of the money paid for goods.

**Services** – the person or trader providing a service must charge a reasonable price, provide the service within a reasonable time, with care and skill.

# UV30440

## Design and apply face and body art

This unit is about the design and application of face and body art. The knowledge and practical skills achieved in this unit include research and design and may include manual and airbrush techniques.

You will be required to maintain effective health, safety, hygiene and client care throughout your work.

Level

**3**

Credit value

**6**

GLH

**51**

Observation(s)

**3**

External paper(s)

**0**



# Design and apply face and body art

## Learning outcomes

On completion of this unit you will:

1. Be able to plan and prepare for face and body art design
2. Be able to apply face and body art design

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least three occasions**.
4. *Range*  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.





# Observations

## Outcome 1

### Be able to plan and prepare for face and body art design

You can:

- a. Prepare yourself, the client and work area for the application
- b. Use suitable techniques to identify the design objectives
- c. Carry out a skin sensitivity test, if required
- d. Select products, tools and equipment to suit the design objectives, client skin type and condition

*\* May be assessed through oral questioning.*

Observation	1	2	3
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 2

### Be able to apply face and body art design

You can:

- a. Communicate and behave in a professional manner
- b. Follow health and safety work practices
- c. Position yourself and the client correctly throughout the application
- d. Use products, tools, equipment and techniques to suit the design objective, client skin type and condition
- e. Complete the make-up to meet the design objectives
- f. Record and evaluate the results of the application
- g. Provide suitable aftercare advice

*\*May be assessed through oral questioning.*

Observation	1	2	3
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



# Range

\*You must practically demonstrate that you have:

Used <b>all</b> consultation techniques		Portfolio reference
Questioning		
Manual		
Visual		
Reference to client records		
Applied art to <b>all</b> areas of the body		Portfolio reference
Face		
Neck		
Limbs		
Torso		
Treated <b>all</b> skin types		Portfolio reference
Dry		
Oily		
Combination		
Created <b>all</b> designs		Portfolio reference
Fantasy		
Tattoo substitute		
Applied art to a <b>minimum of 2</b> of the face shapes		Portfolio reference
Oval		
Square		
Round		
Triangular		
Oblong		

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



**\*You must practically demonstrate that you have:**

Used <b>all</b> equipment	Portfolio reference
Airbrush	
Stencils	
Adornments	
Transfers	
Given <b>all</b> types of advice	Portfolio reference
Possible contra-actions and how to deal with them	
Suitable removal techniques	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 1

### Be able to plan and prepare for face and body art design

You can:	Portfolio reference / Assessor initials*
e. Use research methods to create the design plan	
f. Explain the importance of preparing and developing a design plan	
g. Describe the environmental conditions suitable for face and body art design	
h. Describe the different consultation techniques used to identify design objectives	
i. Explain the importance of carrying out skin sensitivity tests	
j. Describe how to select products, tools and equipment to suit the design objectives	
k. Explain the contra-indications which may prevent or restrict face and body art design	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



## Outcome 2

### Be able to apply face and body art design

You can:	Portfolio reference / Assessor initials*
h. Explain how to communicate in a professional manner	
i. Describe health and safety working practices	
j. Explain the importance of positioning yourself and the client correctly throughout the application	
k. Explain the importance of using products, tools, equipment and techniques to meet the design objectives, client skin type and condition	
l. Describe how application can be adapted to suit the design plan, client skin type and condition	
m. State the contra-actions that may occur during or following the application and how to respond	
n. Explain the importance of completing the make-up to meet the design objectives	
o. Explain the importance of recording and evaluating the results of the make-up design	
p. Describe the aftercare that should be provided	
q. Describe the structure and function of the skin	
r. Describe the diseases and disorders of the skin	
s. Describe skin types, conditions, diseases and disorders	

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to plan and prepare for face and body art design

### Management of health and safety at work:

Clean up spillages, report slippery surfaces, remove/report obstacles, ensure good all round access to trolleys and equipment, sterilise/disinfect tools, equipment and work surfaces, wear personal protective equipment.

**Manual handling** – moving stock, lifting, working heights, unpacking, posture, department, balance weight, preserve back, prevent slouching.

**Hazards:** Something with potential to cause harm, level of responsibility, report, nominated personnel, duty to recognise hazards.

**Risks:** Likelihood of a hazard happening, risk assessment, determine the level of risk, preventative measures, reduce a potentially harmful situation, judgement of salon hazards, who/what is at risk, level of risk, interpret results, conclusions, record findings, regular reviews.

**Reasons for risk assessment:** Staff, visitors, client health and safety, safe environment, minimise hazards and risks, requirement of legislation.

**Hygiene (general):** Sterilise and sanitise tools, disinfect work surfaces, cover cuts and abrasions, sanitise therapist's hands before and after treatments, sanitise with sprays and gels, clean towels between clients, place dirty towels in covered bin, use disposable towels, dispense products with a spatula, pump or spray, use disposables wherever possible, no smoking, personal hygiene, replace loose

lids (uncapped bottles and pots).

### Make-up artist posture and deportment:

Correct posture when sitting, lifting and carrying, working methods to avoid Repetitive Strain Injury (RSI), hand exercises, standing posture (even weight distribution), client comfort, maintain modesty, client correctly positioned to get maximum benefit from treatment, ensure positioning delivers appropriate techniques, appropriate space between client and make-up artist, prevent injury, optimum results, allow for visual checks.

**Work area:** Clean and hygienic, height adjustable chair, correct posture, correct couch height, lighting, ventilation, noise, music, temperature, ambience, no trailing wires, no obstructions, tools and equipment in a safe working position for make-up artist.

**Client preparation:** Protect client clothing, ensure client positioned correctly and comfortably, respect privacy and modesty.

### Communication:

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, open questioning related to treatment.

**Non-verbal** – eye contact, body language, listening.

**Record keeping:** Consultation record keeping, contra-indications, signatures, information clear and accurate, logical order (name, address, contact numbers, age range, medical history,





## Outcome 1: Be able to plan and prepare for face and body art design (continued)

allergies/hypersensitivity, contact lenses, contra-actions, skin sensitivity tests, adaptations and modifications, recommendations).

**Professional appearance:** Clean professional uniform, closed-in footwear, no jewellery, no piercings, hair (neatly tied back, fringe secured), light day make-up, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant), oral hygiene (clean teeth, fresh breath), nails (good condition and maintained).

**Professional ethical conduct:** Polite, cheerful and friendly manner (friendly facial expressions, positive attitude, eye contact, open body language), client relations, confidentiality, respect for colleagues and competitors, avoid gossip, take pride in work, punctuality, employer and client loyalty.

**Consultation techniques:** Client requirements, client satisfaction, client expectations and aftercare, signatures, visual, manual, question, listen, client card reference, use a range of related terminology linked to face and body art.

**Factors to be considered:** Face shape, eye colour, hair colour, skin colour, type and texture, outfit/costume colour, natural daylight, artificial daylight, trends, cultural factors.

### **Contra-indications:**

**Example of contra-indications that may prevent treatment** – severe skin conditions, eye infections, conjunctivitis, bacterial infections, infestations, inflammation or swelling of the face, undiagnosed lumps, eye diseases or disorders, positive patch test,

hypersensitive skin, bruising, cuts and abrasions.

**Examples of contra-indications that may restrict treatment** – minor bruising, minor eczema, minor psoriasis, minor inflammation of the skin, facial piercing,

**Research techniques:** Use of mood board, pictorial research, face designs, sketches, books, magazines, internet, specialized trade magazines, lighting, exhibitions, museums, music videos/ TV channels, street fashion, historical research, films, musicals, theatre, research art books, album covers, fashion designers, flowers, sculpture, statues, cartoon characters, tattoo designs and colours that co-ordinate well.

**Treatment objectives:** Agree product choice (water based, alcohol based, silicone based), colour range/selection, suitable techniques to meet design brief, skin condition, skin type, skin tone, skin colour, facial features, age, environmental factors, agree realistic outcome, duration, cost, required resources, additional props, accessories, products to complete the design plan, adaptability.

**Skin sensitivity tests:** 24-48 hours before treatment.

**Skin sensitivity tests (record results):** All products used, and where on the body they are placed, should be recorded on a client record card, client signature and date.

**Skin sensitivity tests (interpret results):**

**Positive** – red, itchy, irritated, swelling, and sore.

**Negative** – no change to skin.

**Carrying out patch test:** Cleanse area (either crook of elbows or behind ears),



## Outcome 1: Be able to plan and prepare for face and body art design (continued)

apply each product to the area with a brush, allow to dry, leave on minimum of 24 hours, explain positive and negative reactions, remove product with damp cotton wool, if positive reaction is experienced then record products used, and where placed, on the record card with date.

**Importance of test:** To prevent allergic reaction, always follow manufacturer's instructions.



## Outcome 2: Be able to apply face and body art design

### Products for face and body art design:

Cleanser, moisturiser, toner, barrier cream, hand sanitiser.

### Body paints:

**Aqua colours** – water soluble paints.

**Cream aqua colours** – richer in texture, cover and blend well.

**Supra colours** – grease based paints.

**Airbrush paints** – quick cover on the body.

**Aquarelle colours** – fine paints for intricate detail.

**Tattoo inks** – waterproof.

**Liquid brightness** – for large scale cover, with a sheen effect.

**Fuller's earth** – to give texture.

**White pencil** – to draw outline sketches.

**Masking/surgical tape** – to achieve straight lines.

**Gold/silver/copper leaf** – for texture and finish.

**Latex** – to give a wet look appearance.

**Adornments** – glitters, gels, iridescent powders, sequins, beads, rhinestones, zips, trimmings, buttons.

**Poster paint** – ready mixed, child friendly.

### Other make-up products and tools

– stencils, photocopies, transfers, false eyelashes, tinted moisturiser, primers, airbrush make-up, colour correctors, concealer palette, foundation range, translucent powder, bronzing powder, eyeliner (pencil, gel, liquid), eyebrow (powder, pencil), eye shadow palette, mascaras, blusher (powder, cream, mousse), lip (pencils, stains, tint, gloss,

lipstick).

### Equipment for face and body art design:

Airbrush gun, lead, compressor.

### Examples of materials for face and

**body art design:** Silicone based make-up, templates, stencils, eyebrow stencils, make-up (brushes, rollers, paint pads), disposable applicators, palette, spatula, face masks, goggles, protective apron, sponges, powder puffs, eyelash curlers, mirror, towels, tissues, cotton pads/buds, bowls, wet wipes, face wipes, shower gel, towels, barrier cream, spirit gum, spirit gum remover, baby oil, petroleum jelly, eyelash glue, duo adhesive, note book, pencil, camera.

### Techniques for face and body art design:

**Aqua base** – matt finish.

**Silicone base** – moveable until it sets.

**Application techniques** – if airbrushing check air pressure is set at correct level, corrective, colour corrective, blending, highlighting, shading, sculpting, concealing, camouflage, good selection of brushes suitable for the areas you are painting, build up background colours (with large brushes, mini rollers, paint pads and sponges), change your water bowls regularly and fill with warm water, use masking or surgical tape to create straight lines, use a white eyeliner pencil to sketch your design on first, if painting the whole body do the front sections first so that the model can sit down as he/she will need to stand for the back areas, keep the designs large enough for full scale, use products such as fuller's earth, glitters, trimmings, zips, buttons, sequins to create a 3D effect, if using latex to achieve a wet look



## Outcome 2: Be able to apply face and body art design (continued)

appearance use a cheap brush that you can throw away afterwards, do not apply latex directly on top of any body hair.

**Make-up preparation for face and body art design:** Set up work area in an organised way beforehand (cut out stencils, attachments, head dresses etc, cover make-up chairs with plastic bin liners and place a towel over for the model to sit on, place one towel on the floor for the model to stand on, make sure the room is warm), offer warm drinks on a regular basis, find a small private area for the model to change, supply a gown or a large towel to wrap around, prepare the skin using a moisturiser or barrier cream, paint false nails prior to application, if you are using latex over areas where there is body hair glue the hair down first, prepare the hair if using rollers or a wig/headress, cleanse, tone and moisturise the facial skin, make sure your model is comfortable, ensure there are facilities for the model to shower after the body painting event, nipple shields may need to be attached (sometimes requested in advertising).

**Advice** – how to remove all adornments, glitters, tattoo inks, false nails, eyelashes, hair pins, remove any latex using a baby oil to loosen the edges, remove any spirit gum, provide shower gel, shampoo, conditioner, body cream and fresh towels, remove any false eyelashes using moisture, eye make-up remover on a cotton bud, circular movements from the outer corner of the eye, without pulling the false eyelashes, possible contra-actions.

**Possible contra-actions:** Sensitivity or burning sensation, allergic reaction, redness, itching, swelling, rash, burning, stinging, or blistering (remove all products

immediately with suitable remover, use eye bath to flush eye, clean area with water, client to seek medical advice), maintain records.

### Skin:

**Epidermis** – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

**Dermis** – blood and lymph supply, fibroblasts (collagen, elastin), hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine, apocrine), sensory nerve endings.

**Hypodermis** – subcutaneous layer, adipose tissue, adipocytes.

**Functions of the skin** – protection, heat regulation, absorption, secretion, elimination, sensation, formation of Vitamin D, melanin production, process of keratinisation.

**Skin types:** Normal, oily, dry.

**Skin conditions:** Mature, sensitive, dehydrated.

**Examples of skin imperfections:** Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles.

### Skin characteristics:

**Sensitive** – often pale skins, dry, colour easily, redness, react to products.

**Dehydrated** – normal sebaceous secretions but still flaky, tight.

**Mature** – loss of elasticity, lose muscle tone, wrinkles.

**Normal** – fine texture, no visible pores,



## Outcome 2: Be able to apply face and body art design (continued)

smooth, supple, flexible.

**Oily** – shiny, slight thickening, sallow, coarse texture, enlarged pores, congestion, comedones.

**Combination** – combination of two or more skin types, usually oily T-zone, normal or dry on cheeks.

**Dry** – lacks moisture, dry to touch, flakiness, fine texture, thin, tight, small pores, broken capillaries, ageing.

**Examples of diseases and disorders of the skin:** Impetigo, boils, carbuncles, herpes simplex, herpes zoster, scabies, pediculosis, tinea corporis, milia, eczema, psoriasis, dermatitis, acne vulgaris, acne rosacea, cysts, moles, skin tags, keloid scar, malignant melanoma/carcinoma, urticaria, seborrhoea, hyper-pigmentation, hypo-pigmentation, dermatosis papulosa nigra (DPN), vitiligo, naevi, xanthomas.

# Notes

Use this area for notes and diagrams



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# UV20438

## Instruction on make-up application

This unit is about providing make-up instruction and giving advice to clients from a variety of age groups and for a range of different purposes.

You will be able to advise and instruct on the correct use of tools, equipment and the application of make-up products to suit a variety of clients' needs. To carry out this unit you will need to maintain effective health, safety and hygiene throughout your work.

Level

**2**

Credit value

**5**

GLH

**34**

Observation(s)

**3**

External paper(s)

**0**

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# Instruction on make-up application

## Learning outcomes

On completion of this unit you will:

1. Be able to prepare for make-up instruction
2. Be able to instruct on make-up application

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least three occasions**.
4. *Range*  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

## Maximum service times

The following maximum service times apply to this unit:

Make-up lesson	75 minutes
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## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



# Observations

## Outcome 1

### Be able to prepare for make-up instruction

You can:

- a. Prepare yourself, client and work area for make-up treatment
- b. Use suitable consultation techniques to identify treatment objectives
- c. Provide clear recommendations to the client
- d. Select products and tools to suit client treatment needs, skin types and conditions

*\* May be assessed through oral questioning.*

Observation	1	2	3
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



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## Outcome 2

### Be able to instruct on make-up application

You can:

- a. Communicate and behave in a professional manner
- b. Follow health and safety working practices
- c. Position yourself and client correctly throughout the treatment
- d. Use products, tools, equipment and techniques to suit clients treatment needs
- e. Instruct the client(s) on make-up application to promote understanding
- f. Provide the client with written make-up instructions
- g. Evaluate the effectiveness of the make-up instruction with the client
- h. Complete the treatment to the satisfaction of the client
- i. Record the results of the treatment
- j. Provide suitable aftercare advice

\*May be assessed through oral questioning.

Observation	1	2	3
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



# Range

\*You must practically demonstrate that you have:

<b>Used all consultation techniques</b>	<b>Portfolio reference</b>
Questioning	
Visual	
Manual	
Reference to client records	
<b>Dealt with a minimum of 1 of the necessary actions</b>	<b>Portfolio reference</b>
Encouraging clients to seek medical advice	
Explaining why the service cannot be carried out	
Modification of the service	
<b>Identified all skin types</b>	<b>Portfolio reference</b>
Oily	
Dry	
Combination	
<b>Given all types of instruction</b>	<b>Portfolio reference</b>
Skin care choice and application	
Day make-up	
Evening make-up	
Special occasion make-up	
<b>Used all instructional techniques</b>	<b>Portfolio reference</b>
Skills demonstration	
Use of diagrams	
Verbal explanation	
Use of written instructions	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



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**\*You must practically demonstrate that you have:**

Used <b>all</b> types of resources	Portfolio reference
Skin care products	
Make-up products	
Make-up tools and equipment	
Suitable mirror	
Face chart	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 1

### Be able to prepare for make-up instruction

You can:	Portfolio reference / Assessor initials*
e. Describe workplace requirements for preparing yourself, the client and work area	
f. State the environmental conditions suitable for make-up treatments	
g. Describe different consultation techniques used to identify treatment objectives	
h. Describe how to select products, tools and equipment to suit client treatment needs, skin types and conditions	
i. Identify skin types, conditions and characteristics	
j. Describe the contra-indications which may prevent or restrict treatment	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*





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## Outcome 2

### Be able to instruct on make-up application

You can:	Portfolio reference / Assessor initials*
k. Describe the use and purpose of make-up tools and products	
l. State how to communicate and behave in a professional manner	
m. Describe health and safety working practices	
n. State the importance of positioning yourself and the client correctly throughout the treatment	
o. State the importance of using products, tools, equipment and techniques to suit clients treatment needs	
p. State the importance of instructing the client on make-up application to promote understanding	
q. Describe the importance of evaluating the effectiveness of the make-up instruction with the client	
r. State the contra-actions that may occur during and following treatments and how to respond	
s. State the importance of completing the treatment to the satisfaction of the client	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



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## Outcome 2 (continued)

### Be able to instruct on make-up application

You can:	Portfolio reference / Assessor initials*
t. State the importance of completing treatment records	
u. State the aftercare advice that should be provided	
v. Describe the structure and function of the skin	
w. State the position and action of the muscles of the head, neck and shoulders	
x. State the names and position of the bones of the head, neck and shoulders	

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to prepare for make-up instruction

### Management of health and safety

**at work:** Cleaning up spillages, report slippery surfaces, remove/report obstacles, good all round access to trolleys and equipment, sterilise or disinfect tools, equipment, work surfaces, personal protective equipment.

**Manual handling** – moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, preserve back, prevent slouching.

**Towels** – clean for every client, dirty towels in covered bin.

**Liability insurance** – employers, public, professional indemnity.

### Reporting of injuries, diseases and dangerous occurrences regulations

– accident book, reporting diseases, local bye-laws, code of conduct, risk assessment.

**Control of substances hazardous to health regulations** – replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, correct use of chemicals, follow storage handling use and disposal, correct disposal of contaminated waste, products, check end date, packaging, store away from heat, damp and direct sunlight, dispose of contaminated waste in a closed top bin, relevant manufacturer's instructions, no smoking, eating, drinking.

**Health and safety legislation:** Data protection, electricity at work, employers liability (compulsory insurance), fire

precautions, first aid at work, health and safety at work, local government miscellaneous provisions, occupiers liability, local bye-laws.

**Regulations:** Control of substances hazardous to health, management of health and safety at work regulations, manual handling, personal protective equipment, reporting of injuries, diseases and dangerous occurrences regulations, workplace (health and welfare) regulations.

**Hazards and risks:** A hazard is something that has the potential to cause harm, a risk is the likelihood of a hazard happening.

**Employer responsibility:** Current and valid liability insurance, display health and safety rules (covering staff, employees, clients, fire evacuation), provide regular training, accurate record keeping, monitoring.

**Equipment:** Only used for intended purpose, safe usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance, correct disposal of waste, records.

**Security (cash):** Staff training, point of sale, regular banking, in transit.

**Security (people):** Staff, clients, visitors, children, personal belongings, systems – security, emergency evacuation, storage, client records, business information.

**Reasons for risk assessment:** Staff, visitor, client health and safety, safe environment, minimising hazards and risks, requirement of legislation.



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## Outcome 1: Be able to prepare for make-up instruction (continued)

### Hygiene:

**General** – sterilise and sanitise tools, disinfect work surfaces, cover cuts and abrasions, sanitise therapist hands before and after treatments, sanitise with sprays and gels, clean towels between client, dirty towels in covered bin, disposable towels, dispense products with a spatula, pump or spray, disposables used wherever possible, no smoking, personal hygiene, replace loose lids, uncapped bottles and pots.

**Disinfection** – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

**Disposal of waste** – single use items, pedal bin with a liner, spillages and unused chemicals, contaminated waste, hazardous waste, environmental protection.

### Therapist posture and deportment:

Correct posture when sitting, correct posture when lifting, correct posture when carrying, working methods to avoid Repetitive Strain Injury (RSI), hand exercises, standing posture, even weight distribution, client comfort, maintain modesty, client correctly positioned to get maximum benefit from treatment, ensure therapist positioning delivers appropriate techniques, appropriate space between client and therapist, prevent injury, optimum results, allow for visual checks.

**Work area:** Clean and hygienic, height adjustable chair, correct posture, correct couch height, lighting, ventilation, noise, music, temperature, ambience, no trailing wires, no obstructions, tools and equipment in a safe working position for therapist.

**Client preparation:** Protect client clothing, client comfort, privacy, modesty, client positioned correctly.

### Communication:

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, open questioning related to treatment.

**Non-verbal** – eye contact, body language, listening.

**Record keeping:** Accurate appointment systems, stationery, loyalty, rewards, acknowledgement of occasions, consultation record keeping, contra-indications, signatures, refer to existing records, information clear and accurate, logical order, name, address, contact numbers, age range, reason for treatment, occupation, sport/hobbies, medical history, allergies/hypersensitivity, contact lenses, contra-actions, contra-indications, skin sensitivity tests, adaptations and modifications, recommendations, requirement, treatment plan, update record at the end of the treatment, update at each visit, records maintained electronically, paper records.

**Professional appearance:** Clean professional uniform, no jewellery, no piercings, hair (neatly tied back, fringe secured), closed in footwear, make-up (light day make-up), personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant), oral hygiene, clean teeth, fresh breath, nails (good condition and maintained).

**Professional ethical conduct:** Polite, cheerful and friendly manner, friendly facial expressions, positive attitude, eye contact, open body language, client relations, confidentiality, respect for colleagues and competitors, avoid gossip, pride in work, punctuality, employer and client loyalty.



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## Outcome 1: Be able to prepare for make-up instruction (continued)

**Consultation techniques:** Client requirements, client satisfaction, client expectations and aftercare, signatures, visual, manual, listen, client card reference. Use a range of terminology related to make-up application.

**Planning:** Tools and equipment, brushes, make-up kit, foundations, concealer, powder, blusher (cream and powder), eyeshadow (cream and powder), mascara, eyepencil, liquid liner, lip liner, lipstick, lipgloss, corrective make-up/coloured concealer (green, lilac).

**Examples of contra-indications that may prevent treatment:** Severe skin conditions, eye infections, conjunctivitis, bacterial disorders (impetigo), viral (herpes simplex), fungal (tinea), inflammation or swelling of the skin, undiagnosed lumps or swellings, severe acne, boils, herpes zoster, warts, parasitic infections, pediculosis, scabies, positive patch test, hypersensitive skin, severe bruising, cuts and abrasions.

**Examples of contra-indications that may restrict treatment:** Minor bruising, recent scar tissue, minor eczema, minor psoriasis, minor inflammation of the skin, facial piercing, hyper-keratosis, skin allergies, styes, watery eyes.

**Equipment tools and products:** Foundations, concealer, powder, blusher (cream and powder), eyeshadow (cream and powder), mascara, eyepencil, liquid liner, lip liner, lipstick, lipgloss, corrective make-up/coloured concealer (green, lilac), brushes, applicators.

**Skin analysis:** Carried out using magnifying lamp, protect eyes, check all areas of the face and neck for skin type,

skin conditions and characteristics, record results on record card, treatment plan, most suitable treatment, suitable products, prevent worsening of conditions, accurate aftercare advice, future treatment needs.

**Skin types:** Normal, oily, dry.

**Skin conditions:** Mature, sensitive, dehydrated.

**Examples of skin imperfections:** Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles.

**Skin characteristics:**

**Sensitive** – often pale skin, dry, colour easily, redness, react to products.

**Dehydrated** – normal sebaceous secretions but still flaky, tight.

**Mature** – loss of elasticity, lose muscle tone, wrinkles.

**Normal** – fine texture, no visible pores, smooth, supple, flexible.

**Oily** – shiny, slight thickening, sallow, coarse texture, enlarged pores, congestion, comedones.

**Combination** – combination of two or more skin types, usually oily T-zone, normal or dry on cheeks.

**Dry** – lacks moisture, dry to touch, flakiness, fine texture, thin, tight, small pores, broken capillaries, ageing.



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## Outcome 2: Be able to instruct on make-up application

**Cleanser:** Applied using effleurage movements, removed with damp cotton wool.

**Toner:** Applied using effleurage movements on damp cotton wool.

**Moisturiser:** Applied using effleurage movements in an upward direction (gives a good base for make-up).

**Foundation:** Brush/sponge applied to the centre of the face and blended out to sides of the face.

**Concealer:** Stick compact, liquid, brush application, blended with stippling action.

**Blusher:** Cream applied with sponge, powder with sterile brush, to give warmth and contour the face.

**Eyeshadow:** Cream applied with sponge, powder with brush, disposable applicator.

**Mascara:** Disposable mascara wand for each entry into mascara container to enhance the eyes.

**Eyepencil/lip pencil:** Must be sharpened before application, used for definition.

**Liquid liner:** Disposable fine brush for each entry into liquid liner container.

**Lipstick:** Cut out method for hygiene – clean sterile brush or disposable brush for application, gives the lip colour.

**Lipgloss:** Cut out method for hygiene – clean sterile brush or disposable brush for application, to add shine to the lips.

**Make-up occasions:** Day make-up (suitable for daytime use to suit the client's age), evening, party, special occasion, wedding, prom.

**Corrective techniques:** Highlighting, shading, colour correction, client face

shape, corrective eye make-up, lip shape, explain how and why each product is used.

**Make-up instruction and advice:** Identify clients needs and concerns, plan each stage of the make-up lesson, demonstrate, involve client, allow the client to practice under your supervision, obtain regular feedback to confirm understanding, evaluate the effectiveness of instruction, provide written make-up instructions, diagrams.

**Evaluation:** Client expectations, client objectives, satisfaction.

**Examples of possible contra-actions that may occur during or after treatment:** Excessive perspiration, adverse skin reaction, watery eyes, excessive erythema.

**Allergic reaction to eye products –** sensitivity or burning sensation, remove all products immediately, use eye bath to flush eye, seek medical advice if necessary, maintain records.

**Allergic reaction to make-up products –** redness, itching, swelling, rash, burning or stinging, blistering, remove make-up/product immediately, with suitable remover, clean area with water, seek medical advice if necessary, maintain records.

**Aftercare advice:**

**Removal of eye make-up –** remover on a cotton bud, circular movements from the outer corner of the eye.

**Removal of skin make-up –** cleanse, tone, moisturise.

**Home care advice –** retail products, make-up ranges for skin tone, colour, type, application techniques for home care products and re-application of make-up can



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## Outcome 2: Be able to instruct on make-up application (continued)

be discussed and demonstrated.

### **Skin:**

**Epidermis** – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

**Dermis** – blood and lymph supply, fibroblasts, collagen, elastin, hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.

**Hypodermis** – subcutaneous layer, adipose tissue, adipocytes.

**Functions of the skin** – protection, heat regulation, absorption, secretion, elimination, sensation, formation of vitamin D, melanin production, process of keratinisation.

**Position of major facial bones:** Frontal (forehead), zygomatic (cheek), nasal (nose), mandible (lower jaw), maxillae (upper jaw).

**Example of diseases and disorders of the skin:** Fungal, bacterial and viral skin diseases, milia (pocket of sebum trapped under the skin), hyper-pigmentation (chloasma), hypo-pigmentation (vitiligo), comedone (blackhead), keloid (raised scar tissue), dark circles, open pores, pustules (yellowish topped, small, pus-filled lesions), papules (solid elevation of skin with no visible fluid), broken capillaries (red veins visible through the skin).

**Muscles of the head neck and shoulders:** Sternocleidomastoid, platysma, buccinator, orbicularis oris, orbicularis oculi, mentalis, corrugator, frontalis.

### **Bones of the head neck and shoulders:**

Frontal, parietal, temporal, occipital, zygomatic, maxillae, mandible, cervical vertebrae, clavicle, scapula.

**Ageing process:** Loss of elasticity, dryness of skin, cell regeneration slows, thinning of skin, broken capillaries, slack muscle tone, poor circulation, waste product removal slows, less fatty tissue, irregular pigmentation.

### **Lifestyle factors that affect skin:**

Occupation, diet and fluid intake, sleep patterns, smoking, exercise, hobbies, home situation, stress levels, medication, illness, premature ageing, lack of effective skin care.

# Notes

Use this area for notes and diagrams



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# UV20437

## Apply make-up

This unit is about providing make-up for a variety of occasions, including day, evening and special occasions. You will be able to work with a variety of skin types and apply a wide range of make-up products to different skin tones and age groups. You will need to maintain effective health, safety and hygiene throughout your work.

Level

**2**

Credit value

**5**

GLH

**41**

Observation(s)

**3**

External paper(s)

**2**



# Apply make-up

## Learning outcomes

On completion of this unit you will:

1. Be able to prepare for make-up application
2. Be able to apply make-up

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least three occasions**.
4. *Range*  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
Knowledge and understanding in this unit will be assessed by an external paper. The criteria that make up this paper are highlighted in white throughout this unit. **There are two external papers that must be achieved.**

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

## Maximum service times

The following maximum service times apply to this unit:

Day make-up	30 minutes
Evening make-up	45 minutes
Special occasion make-up (e.g. bridal)	45 minutes

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



# Observations

## Outcome 1

### Be able to prepare for make-up application

You can:

- a. Prepare yourself, client and work area for make-up
- b. Use suitable consultation techniques to identify treatment objectives
- c. Carry out a skin analysis
- d. Provide clear recommendations to the client
- e. Select products, tools and equipment to suit client treatment needs, skin types and conditions

*\* May be assessed through oral questioning.*

Observation	1	2	3
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



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## Outcome 2

### Be able to apply make-up

You can:

- a. Communicate and behave in a professional manner
- b. Follow health and safety working practices
- c. Position yourself and client correctly throughout the treatment
- d. Use products, tools, equipment and techniques to suit clients treatment needs, skin type and conditions
- e. Complete the treatment to the satisfaction of the client to suit a range of occasions
- f. Record the results of the treatment
- g. Provide suitable aftercare advice

*\*May be assessed through oral questioning.*

Observation	1	2	3
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



# Range

\*You must practically demonstrate that you have:

<b>Used <b>all</b> consultation techniques</b>	<b>Portfolio reference</b>
Questioning	
Visual	
Manual	
Reference to client records	
<b>Dealt with a <b>minimum of 1</b> of the necessary actions</b>	<b>Portfolio reference</b>
Encouraging clients to seek medical advice	
Explaining why the service cannot be carried out	
Modification of the service	
<b>Applied make-up to <b>all</b> client age groups</b>	<b>Portfolio reference</b>
16-30	
31-50	
Over 50	
<b>Identified <b>all</b> client skin types</b>	<b>Portfolio reference</b>
Oily	
Dry	
Combination	
<b>Applied make-up for <b>all</b> occasions</b>	<b>Portfolio reference</b>
Day	
Evening	
Special occasion	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



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**\*You must practically demonstrate that you have:**

Used <b>all</b> make-up products	Portfolio reference
Foundations	
Powders	
Facial bronzing products	
Concealer	
Eyebrow products	
Eyeshadows	
Eyeliners	
Mascara	
Cheek products	
Lip products	
Provided <b>all</b> types of advice	Portfolio reference
Suitable make-up products and their use	
Possible contra-actions and how to deal with them	
Suitable make-up re-application techniques	
Suitable make-up removal techniques	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

## Achieving the external paper

The external paper will test your knowledge of the criteria highlighted in white. **A pass mark of 70% must be achieved.** Criteria not achieved will be identified to your tutor/assessor. You will then be orally questioned or asked to produce other forms of evidence as **all unit criteria must be achieved.**

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 2		
2 of 2		

# Knowledge



## Outcome 1

### Be able to prepare for make-up application

You can:	Portfolio reference / Assessor initials*
f. Describe workplace requirements for preparing yourself, the client and work area	
g. State the environmental conditions suitable for make-up	
h. Describe different consultation techniques used to identify treatment objectives	
i. Explain the importance of carrying out a detailed skin analysis	
j. Describe how to select products, tools and equipment to suit client treatment needs, skin types and conditions	
k. Describe how to identify skin types, conditions and characteristics	
l. Describe the contra-indications which prevent or restrict make-up application	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



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## Outcome 2

### Be able to apply make-up

You can:	Portfolio reference / Assessor initials*
h. State how to communicate and behave in a professional manner	
i. Describe health and safety working practices	
j. State the importance of positioning yourself and the client correctly throughout the treatment	
k. State the importance of using products, tools, equipment and techniques to suit clients treatment needs, skin type and conditions	
l. Explain how to use corrective methods to suit client treatment needs, skin types and conditions	
m. State the contra-actions that may occur during and following treatments and how to respond	
n. State the importance of completing the treatment to the satisfaction of the client	
o. State the importance of completing treatment records	
p. State the aftercare advice that should be provided	
q. Describe the structure and functions of the skin	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



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## Outcome 2 (continued)

### Be able to apply make-up

You can:	Portfolio reference / Assessor initials*
r. Describe diseases and disorders of the skin	
s. Explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone	
t. State the position and action of the muscles of the head, neck and shoulders	
u. State the names and position of the bones of the head, neck and shoulders	
v. Describe the structure and function of the blood and lymphatic system for the head, neck and shoulders	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to prepare for make-up application

### Management of health and safety

**at work:** Cleaning up spillages, report slippery surfaces, remove/report obstacles, good all round access to trolleys and equipment, sterilise or disinfect tools, equipment, work surfaces, personal protective equipment.

**Manual handling** – moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, preserve back, prevent slouching.

**Towels** – clean for every client, dirty towels in covered bin.

**Liability insurance** – employers, public, professional indemnity.

**Reporting of injuries, diseases and dangerous occurrences regulations** – accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

**Control of substances hazardous to health regulations** – replace lids, ventilation for vapour and dust, avoid overexposure to chemicals, correct use of chemicals, follow storage handling use and disposal, correct disposal of contaminated waste, products, check end date, packaging, store away from heat, damp and direct sunlight, dispose of contaminated waste in a closed top bin, relevant manufacturer's instructions, no smoking, eating, drinking.

**Health and safety legislation:** Data protection, electricity at work, employers liability (compulsory insurance), fire precautions, first aid at work, health

and safety at work, local government miscellaneous provisions, occupiers liability, local byelaws.

**Regulations:** Control of substances hazardous to health regulations, management of health and safety at work, manual handling, personal protective equipment, reporting of injuries, diseases and dangerous occurrences, workplace (health and welfare) regulations.

**Hazards and risks:** A hazard is something that has the potential to cause harm, a risk is the likelihood of a hazard happening.

**Employer responsibility:** Current and valid liability insurance, display health and safety rules (covering staff, employees, clients, fire evacuation), provide regular training, accurate record keeping, monitoring.

**Equipment** – only used for intended purpose, safe usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance, correct disposal of waste, records.

**Security (cash):** Staff training, point of sale, regular banking, in transit.

**Security (people):** Staff, clients, visitors, children, personal belongings, systems security, emergency evacuation, storage, client records, business information.

**Reasons for risk assessment:** Staff, visitor, client health and safety, safe environment, minimising hazards and risks, requirement of legislation.



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## Outcome 1: Be able to prepare for make-up application (continued)

### Hygiene:

**General** – sterilise and sanitise tools, disinfect work surfaces, cover cuts and abrasions, sanitise therapist hands before and after treatments, sanitise with sprays and gels, clean towels between client, dirty towels in covered bin, disposable towels, dispense products with a spatula, pump or spray, disposables used wherever possible, no smoking, personal hygiene, replace loose lids, uncapped bottle and pots.

**Disinfection** – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

**Disposal of waste** – single use items, pedal bin with a liner, spillages and unused chemicals, contaminated waste, hazardous waste, environmental protection.

### Therapist posture and deportment:

Correct posture when sitting, correct posture with lifting, correct posture when carrying, working methods to avoid Repetitive Strain Injury (RSI), hand exercises, standing posture, even weight distribution, client comfort, maintain modesty, client correctly positioned to get maximum benefit from treatment, ensure therapist positioning delivers appropriate techniques, appropriate space between client and therapist, prevent injury, optimum results, allow for visual checks.

**Work area:** Clean and hygienic, height adjustable chair, correct posture, correct couch height, lighting, ventilation, noise, music, temperature, ambience, no trailing wires, no obstructions, tools and equipment in a safe working position for therapist.

**Client preparation:** Protect client clothing, client comfort, privacy, modesty, client positioned correctly.

### Communication:

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, open questioning related to treatment.

**Non-verbal** – eye contact, body language, listening.

**Record keeping:** Accurate appointment systems, stationery, loyalty, rewards, acknowledgement of occasions, consultation record keeping, contra-indications, signatures, refer to existing records, information clear and accurate, logical order, name, address, contact numbers, age range, reason for treatment, occupation, sport/hobbies, medical history, allergies/hypersensitivity, contact lenses, contra-actions, contra-indications, skin sensitivity tests, adaptations and modifications, recommendations, requirement, treatment plan, update record at the end of the treatment, update at each visit, records maintained electronically, paper records.

**Professional appearance:** Clean professional uniform, no jewellery, no piercings, hair (neatly tied back, fringe secured), closed in footwear, make-up (light day make-up), personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant), oral hygiene (clean teeth, fresh breath), nails (good condition and maintained).

**Professional ethical conduct:** Polite, cheerful and friendly manner, friendly facial expressions, positive attitude, eye contact, open body language, client relations, confidentiality, respect for colleagues and competitors, avoid gossip, pride in work, punctuality, employer and client loyalty.



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## Outcome 1: Be able to prepare for make-up application (continued)

**Consultation techniques:** Client requirements, client satisfaction, client expectations and aftercare, signatures, visual, manual, listen, client card reference. Use a range of terminology related to make-up application.

**Planning:** Tools and equipment, brushes, make-up kit, foundations, concealer, powder, blusher (cream and powder), eyeshadow (cream and powder), mascara, eyepencil, liquid liner, lip liner, lipstick, lipgloss, corrective make-up/coloured concealer (green, lilac).

**Examples of contra-indications that may prevent treatment:** Severe skin conditions, eye infections, conjunctivitis, bacterial disorders (impetigo), viral (herpes simplex), fungal (tinea, inflammation or swelling of the skin, undiagnosed lumps or swellings, severe acne, boils, herpes zoster, warts), parasitic infections (pediculosis, scabies), positive patch test, hypersensitive skin, severe bruising, cuts and abrasions.

**Examples of contra-indications that may restrict treatment:** Minor bruising, recent scar tissue, minor eczema, minor psoriasis, minor inflammation of the skin, facial piercing, styes, watery eyes.

**Equipment tools and products:** Foundations, concealer, powder, blusher (cream and powder), eyeshadow (cream and powder), mascara, eyepencil, liquid liner, lip liner, lipstick, lipgloss, corrective make-up/coloured concealer (green, lilac), brushes, applicators.

**Skin analysis:** Carried out using magnifying lamp, protect eyes, check all areas of the face and neck for skin type, skin conditions and characteristics, record

results on record card, treatment plan, most suitable treatment, suitable products, prevent worsening of conditions, accurate aftercare advice, future treatment needs.

**Skin types:** Normal, oily, dry.

**Skin conditions:** Mature, sensitive, dehydrated.

**Examples of skin imperfections:** Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles.

**Skin characteristics:**

**Sensitive** – often pale skins, dry, colour easily, redness, react to products.

**Dehydrated** – normal sebaceous secretions but still flaky, tight.

**Mature** – loss of elasticity, lose muscle tone, wrinkles.

**Normal** – fine texture, no visible pores, smooth, supple, flexible.

**Oily** – shiny, slight thickening, sallow, coarse texture, enlarged pores, congestion, comedones.

**Combination** – combination of two or more skin types, usually oily T-zone, normal or dry on cheeks.

**Dry** – lacks moisture, dry to touch, flakiness, fine texture, thin, tight, small pores, broken capillaries, ageing.



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## Outcome 2: Be able to apply make-up

**Cleanser:** Applied using effleurage movements, removed with damp cotton wool.

**Toner:** Applied using effleurage movements on damp cotton wool.

**Moisturiser:** Applied using effleurage movements in an upward direction, gives a good base for make-up.

**Foundation:** Brush/sponge applied to the centre of the face and blended out to sides of the face.

**Concealer:** Stick compact, liquid, brush application and blended with stippling action.

**Blusher:** Cream applied with sponge, powder with brush, to give warmth and contour the face.

**Eyeshadow:** Cream applied with sponge, powder with brush, disposable applicator.

**Mascara:** Disposable mascara wand for each entry into mascara container to enhance the eyes.

**Eyepencil/lip pencil:** Must be sharpened before application, used for definition.

**Liquid liner:** Disposable fine brush for each entry into liquid liner container.

**Lipstick:** Cut out method for hygiene, clean sterile brush or disposable brush for application (gives the lip colour).

**Lipgloss:** Cut out method for hygiene, clean sterile brush or disposable brush for application, to add shine to the lips.

**Make-up occasions:** Day make-up suitable for daytime use to suit the client's age, evening, party, special occasion, wedding, prom.

**Corrective techniques:** Highlighting, shading, colour correction, client face shape, corrective eye make-up, lip shape, explain how and why each product is used.

**Evaluation:** Client expectations, client objectives, satisfaction.

**Examples of possible contra-actions that may occur during or after**

**treatment:** Excessive perspiration, adverse skin reaction, watery eyes, excessive erythema.

**Allergic reaction to eye products –** sensitivity or burning sensation (remove all products immediately, use eye bath to flush eye, seek medical advice if necessary, maintain records).

**Allergic reaction to make-up products –** redness, itching, swelling, rash, burning or stinging, blistering (remove make-up/product immediately, with suitable remover, clean area with water, seek medical advice if necessary, maintain records).

**Aftercare advice:**

**Removal of eye make-up –** remover on a cotton bud, circular movements from the outer corner of the eye.

**Removal of skin make-up –** cleanse, tone, moisturise.

**Home care advice –** retail products, make-up ranges for skin tone, colour, type, application techniques for home care products and re-application of make-up can be discussed and demonstrated.

**Skin:**

**Epidermis –** basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum),





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## Outcome 2: Be able to apply make-up (continued)

horny layer (stratum corneum).

**Dermis** – blood and lymph supply, fibroblasts (collagen), elastin, hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands eccrine and apocrine, sensory nerve endings.

**Hypodermis** – subcutaneous layer, adipose tissue, adipocytes.

**Functions of the skin** – protection, heat regulation, absorption, secretion, elimination, sensation, formation of Vitamin D, melanin production, process of keratinisation.

**Position of major facial bones:** Frontal (forehead), zygomatic (cheek), nasal (nose), mandible (lower jaw), maxillae (upper jaw).

**Example of diseases and disorders of the skin:** Fungal, bacterial and viral skin diseases, milia (pocket of sebum trapped under the skin), hyper-pigmentation (chloasma), hypo-pigmentation (vitiligo), comedone (blackhead), keloid (raised scar tissue), dark circles, open pores, pustules (yellowish topped, small, pus filled lesions), papules (solid elevation of skin with no visible fluid), broken capillaries (red veins visible through the skin).

**Muscles of the head neck and shoulders:** Sternocleidomastoid, platysma, buccinator, orbicularis oris, orbicularis oculi, mentalis, corrugator, frontalis.

**Bones of the head neck and shoulders:** Frontal, parietal, temporal, occipital, zygomatic, maxillae, mandible, cervical vertebrae, clavicle, scapula.

**Functions of blood:** Transport, regulation, protection.

**Arteries** – internal and external carotid, occipital, temporal, facial.

**Veins** – internal and external jugular, occipital, temporal, subclavian.

**Circulation** – heart, pulmonary circulation, capillaries, systemic circulation.

**Functions of the lymphatic system:** Fluid distribution, fighting infection, transport of fat.

**Functions of lymph nodes:** Filter toxins, clean lymphatic fluid, antibodies and antitoxins, produce lymphocytes.

**Position of lymph nodes:** Occipital, mastoid, superficial cervical, deep cervical, parotid, buccal, submental, submandibular.

**Ageing process:** Loss of elasticity, dryness of skin, cell regeneration slows, thinning of skin, broken capillaries, slack muscle tone, poor circulation, waste product removal slows, less fatty tissue, irregular pigmentation.

**Lifestyle factors that affect skin:**

Occupation, diet and fluid intake, sleep patterns, smoking, exercise, hobbies, home situation, stress levels, medication, illness, premature ageing, lack of effective skin care.

# Notes

Use this area for notes and diagrams



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# UV30431

## Media make-up

This unit is about special effects and media make-up. You will learn how to create casualty effects and character looks, using the application of small prosthetics. Consultation and design briefing, including the use of mood boards, are key elements of this unit.

Level

**3**

Credit value

**7**

GLH

**60**

Observation(s)

**2**

External paper(s)

**0**



# Media make-up

## Learning outcomes

On completion of this unit you will:

1. Be able to prepare for the application of media make-up
2. Be able to apply media make-up

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least two occasions**.
4. *Range*  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
There is no external paper requirement for this unit.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.



# Observations

## Outcome 1

### Be able to prepare for the application of media make-up

You can:

- a. Prepare yourself, the model and work area for media make-up
- b. Use suitable consultation techniques to identify service objectives
- c. Identify influencing factors
- d. Provide clear recommendations based on factors
- e. Present a mood board

*\* May be assessed through oral questioning.*

Observation	1	2	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 2

### Be able to apply media make-up

You can:

- a. Communicate and behave in a professional manner
- b. Position yourself and the model correctly throughout the service
- c. Select and use products, techniques and equipment, taking into account identified factors
- d. Apply media and special effects make-up to age a character using components and prosthetic pieces
- e. Record the techniques and products used
- f. Follow safe and hygienic working practices
- g. Identify contra-actions and take appropriate action during service
- h. Provide suitable advice on the removal of products
- i. Complete the service to the satisfaction of the client
- j. Evaluate the results of the service

\*May be assessed through oral questioning.

Observation	1	2	<i>Optional</i>
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			





# Range

\*You must practically demonstrate that you have:

Used <b>all</b> design planning techniques	Portfolio reference
Mood board	
Face designs	
Body designs	
Photographs	
Accessories	
Used <b>all</b> application techniques	Portfolio reference
Blending	
Shading	
Highlighting	
Moulding	
Contouring	
Stippling	
Application and removal of facial postiche	
Application and removal of small ready made prosthetic pieces	
Created <b>all</b> looks	Portfolio reference
Period	
Fantasy	
Casualty effects	
Character	
Provided <b>all</b> types of advice	Portfolio reference
Suitable removal techniques	
Avoidance of activities which may cause contra-actions	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

# Knowledge



## Outcome 1

### Be able to prepare for the application of media make-up

You can:	Portfolio reference / Assessor initials*
f. Develop a mood board including components for media/character/special effect make-up techniques	
g. Describe requirements for preparation of yourself, the model and work area	
h. Describe different consultation techniques used to identify service objectives	
i. Describe the factors that need to be considered when selecting techniques, products and equipment	
j. Explain the environmental conditions suitable for media make-up	
k. Explain the safety considerations that must be taken into account when providing media make-up	
l. Identify the range of tools and equipment used for media make-up	
m. Identify products used and their key ingredients	
n. Explain how to develop a mood board to include components of media/character/special effects make-up techniques	
o. Describe the aims and limitations of media and special effects make-up	
p. Explain the principles of colour theory	
q. Describe the different skin types and their characteristics	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



## Outcome 1 (continued)

### Be able to prepare for the application of media make-up

You can:	Portfolio reference / Assessor initials*
r. Explain the importance of skin compatibility checks prior to using media and special effects make-up	
s. Describe how to carry out compatibility tests	
t. Describe adverse skin reactions to products	
u. Explain known contra-indications that prevent or restrict media make-up	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



## Outcome 2

### Be able to apply media make-up

You can:	Portfolio reference / Assessor initials*
k. Describe how to communicate and behave in a professional manner	
l. Describe the importance of positioning yourself and the model correctly throughout the service	
m. Explain safe and hygienic working practices	
n. Explain contra-actions which might occur during and following the service and how to respond	
o. Explain the advice that should be provided on the removal of products	
p. Describe the importance of completing the service to the satisfaction of the client	
q. Describe the methods of evaluating the effectiveness of the service	
r. Explain how to carry out media and special effects make-up techniques to create characters using products	
s. Describe how to apply, preserve, maintain and safely remove small ready made prosthetic pieces	
t. Explain the importance of accurately recording the techniques and products used and of making a physical recording of the results	

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to prepare for the application of media make-up

### Management of health and safety at work:

Clean up spillages, report slippery surfaces, remove/report obstacles, ensure good all round access to trolleys and equipment, sterilise/disinfect tools, equipment and work surfaces, wear personal protective equipment.

**Manual handling** – moving stock, lifting, working heights, unpacking, posture, department, balance weight, preserve back, prevent slouching.

**Towels** – clean for every client, place dirty towels in covered bin.

**Liability insurance** – employers, public, professional indemnity.

**Reporting of injuries, diseases and dangerous occurrences** – accident book, reporting diseases, local bye-laws, code of conduct, risk assessment.

**Control of substances hazardous to health** – replace lids, ensure ventilation for vapour and dust, avoid over exposure to chemicals, use chemicals correctly, follow storage handling use and disposal, correctly dispose of contaminated waste/products (in a closed top bin), check end date on packaging, store away from heat, damp and direct sunlight, follow relevant manufacturer's instructions, no smoking, eating or drinking.

**Health and safety legislation:** Data protection, electricity at work, employers' liability (compulsory insurance), fire precautions, first aid at work, health and safety at work, local government

miscellaneous provisions, occupiers' liability, local bye-laws.

**Regulations:** Control of substances hazardous to health, management of health and safety at work, manual handling, personal protective equipment, reporting of injuries, diseases and dangerous occurrences, workplace (health and welfare).

**Hazards and risks:** A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

**Employer responsibility:** Current and valid liability insurance, display health and safety rules (covering staff, employees, clients and fire evacuation), provide regular training, accurate record keeping, monitoring.

**Hazards:** Something with potential to cause harm, requiring immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Equipment** – only used for intended purpose, safe usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance, portable appliance testing, correct disposal of contaminated waste, records.

**Security (cash):** Staff training, point of sale, regular banking, in transit.

**Security (people):** Staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation, storage, client records, business information).



## Outcome 1: Be able to prepare for the application of media make-up (continued)

**Risk:** Likelihood of a hazard happening, risk assessment, determine the level of risk, preventative measures, reduce a potentially harmful situation, judgement of salon hazards, who/what is at risk, level of risk, interpret results, conclusions, record findings, regular reviews.

**Reasons for risk assessment:** Staff, visitors, client health and safety, safe environment, minimise hazards and risks, requirement of legislation.

### Hygiene:

**General** – sterilise and sanitise tools, disinfect work surfaces, cover cuts and abrasions, sanitise therapist's hands before and after treatments, sanitise with sprays and gels, clean towels between clients, place dirty towels in covered bin, use disposable towels, dispense products with a spatula, pump or spray, use disposables wherever possible, no smoking, personal hygiene, replace loose lids, uncapped bottles and pots.

**Sterilisation** – autoclave, glass bead, chemical, UV cabinet for storage only.

**Disinfection** – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

**Disposal of waste** – single use items, pedal bin with a liner, spillages and unused chemicals, contaminated waste, hazardous waste, environmental protection.

**Posture and deportment:** Correct posture when sitting, lifting and carrying, working methods to avoid Repetitive Strain Injury (RSI), hand exercises, standing posture, even weight distribution, client comfort, maintain modesty, client correctly positioned to get maximum benefit from treatment, ensure make-up artist

positioning delivers appropriate techniques, appropriate space between client and technician, prevent injury, optimum results, allow for visual checks.

**Work area:** Clean and hygienic, height adjustable chair, correct posture, correct couch height, lighting, ventilation, noise, music, temperature, ambience, no trailing wires, no obstructions, tools and equipment in a safe working position for make-up artist.

**Client preparation:** Protect client clothing, ensure client positioned correctly and comfortably, respect privacy and modesty.

### Communication:

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, open questioning related to treatment.

**Non-verbal** – eye contact, body language, listening.

**Record keeping:** Accurate appointment systems, stationery, loyalty, rewards, acknowledgement of occasions, consultation record keeping, contra-indications, signatures, refer to existing records, information clear and accurate, logical order, name, address, contact numbers, age range, reason for treatment, occupation, sport/hobbies, medical history, allergies/hypersensitivity, contact lenses, contra-actions, contra-indications, skin sensitivity tests, adaptations and modifications, recommendations, requirements, treatment plan, update record at the end of the treatment, update at each visit, records maintained electronically, paper records, photographs of results and all products used.



## Outcome 1: Be able to prepare for the application of media make-up (continued)

**Professional appearance:** Clean professional uniform, closed in footwear, no jewellery, no piercings, hair (neatly tied back, fringe secured), light day make-up, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant), oral hygiene (clean teeth, fresh breath), nails (good condition and maintained).

**Professional ethical conduct:** Polite, cheerful and friendly manner (friendly facial expressions, positive attitude, eye contact, open body language), client relations, confidentiality, respect for colleagues and competitors, avoid gossip, take pride in work, punctuality, employer and client loyalty.

**Research techniques:** Use of mood board, pictorial research, face/body designs, sketches, books, magazines, internet, specialised trade magazines, lighting, exhibitions, museums, music videos/TV channels, historical research, films, musicals, theatre, research art books, album covers, sculptures, statues, cartoon characters, tattoo designs and colours that co-ordinate well.

**Special effects research** – research examples from film and television programmes created with the use of special effects make-up, prosthetics, bald caps, latex constructions, false noses, chins, scars, ageing using prosthetics, casualty effects.

**Presentation of mood board:** Development journal, pictorial research, sketches, design plans, facial, body designs, annotations, physical images of media and special effects, make-up undertaken, record of techniques.

**Consultation techniques:** Client requirement, make-up artist recommendations (for design of face and body art), planning, use of mood board, pictorial research, face designs, body designs, sketches, photographs of test designs, client expectations and aftercare, signatures of client and make-up artist, cleanse treatment area to identify condition of skin, question, listen, client card reference, use a range of related terminology linked to media make-up application.

**Treatment objectives:** Apply, design media make-up, agree product choice (water/alcohol/silicone based), colour range/selection, suitable techniques to meet design brief, skin condition, skin type, skin tone, skin colour, facial features, age, environmental factors, agree realistic outcome, discuss additional services, assess client needs, suitability, duration, cost, required resources, additional props, accessories, products to complete the design plan, adaptability.

**Recommendations to client:** Discuss/explain the process, solvents, latex, expected design/image, skin sensitivity test for solvents and make-up if necessary.

**Skin sensitivity tests:** 24-48 hours before treatment.

**Record results of skin sensitivity test:** All products used and where on the body they are placed, record on client record card, client signature and date.

**Interpret results of skin sensitivity test:**

**Positive** – red, itchy, irritated, swelling, sore.

**Negative** – no change to skin.





## Outcome 1: Be able to prepare for the application of media make-up (continued)

**Carrying out patch test:** Cleanse area (either crook of elbows or behind ears), apply each product to the area with a cotton bud, allow to dry, leave on minimum of 24 hours, explain positive and negative reaction, removal of product with damp cotton wool.

**Importance of test:** To prevent allergic reaction, invalidation of insurance policy if not carried out, always follow manufacturers' instructions.

**Examples of contra-indications that may prevent treatment:** Broken skin, unhealed wounds, severe skin conditions, skin disorders or diseases, bacterial infections, inflammation or swelling of the skin, undiagnosed lumps or swellings, hypersensitive skin, severe bruising, cuts and abrasions, allergies to products, hair lice and infestations.

**Examples of contra-indications that may restrict treatment:** Minor bruising, minor inflammation of the skin, facial piercing(s).

### **Examples of skin types:**

**Normal** - fine texture, no visible pores.

**Oily** - shiny, coarse texture, enlarged pores, comedones.

**Dry** - lacks moisture, small pores, dry to touch, flakiness, broken capillaries.



## Outcome 2: Be able to apply media make-up

**Examples of products that can be used for media make-up:** Cleanser, moisturiser, toner, barrier cream, hand sanitiser, aqua colours, grease paint, derma wax, putty, gelatine (horses hoofs), liquid latex, liquid glue, blood (shop bought/home made), adhesives, adhesive removers, sealer, petroleum jelly, glycerine, soap bar, ageing character, tramp (greasepaint, powder), foundation, blusher, eyeshadow, eyeliner, mascara, lipstick, pencils, facial hair, liquid latex, prosthetic eye bags, chin, nose, ear tips, powder puff, hairdryer, latex sponge, old age stipple, eye bags, chin, nose, crepe hair, wigs, moustache, sideburns, pancake, food colouring, cereals and other texturing materials.

**Examples of equipment and materials for media make-up:** Stipple sponge, moulding tools, modelling tools, spatulas, brushes, sponges, powder puffs, scissors, spray bottle, bowls, prosthetic pieces, syringes, eye droppers, cotton wool, protective mask, protective clothing, cape, brush cleaners, make-up brushes, disposable applicators, palette, mirror, towels, tissues, cotton pads/buds, bowls, wet wipes, face wipes, shower gel, towels, barrier cream, spirit gum, spirit gum remover, baby oil, petroleum jelly, duo adhesive, note book, pencil, camera.

**Techniques for media make-up:** Sponge, brush, moulding tools, spatulas, blending, shading, highlighting, moulding, contouring, stippling, application and removal of facial postiche, prosthetic pieces.

**Preparation and application for media make-up:** Apply products, putty, wax, morticians' wax directly to the skin, building up the product to create desired effect, shape, seal and colour and create texture,

gelatine (mix with water and glycerine, heat, apply directly to area), liquid latex (paint on or accelerate with a hair dryer), liquid glue (paint on and leave to contract), grease paint (highlight and shade, bruising with brush techniques).

**Application of small prosthetic pieces:** Various adhesives are available (duo, spirit gum, pros-aid), position piece and powder around it to show the outline, apply adhesive to the piece, position it carefully, press with a powder puff, stick the edges last, blend the edges and colour the piece, camouflage make-up.

**Removal of small prosthetic pieces:** Small brush dipped in glue remover, apply to the edges of the piece and lift with one hand and continue to work the brush to loosen the piece.

**Aftercare advice:** Remove all adornments, false nails, eyelashes, hair pins, remove any latex using a mineral oil to loosen the edges, remove any spirit gum with remover, provide shower gel, shampoo, conditioner, body cream and fresh towels, removal of make-up (cleanse, tone, moisturise, retail), products (make-up ranges for skin tone), colour and type, application techniques for home care products can be discussed and demonstrated.

**Examples of possible contra-actions:** Allergies to adhesives, latex directly onto the skin (sensitivity or burning sensation), action response to allergic reaction (remove all products immediately), use eye bath to flush eye, seek medical advice if necessary, all reactions and actions taken recorded on record card, other possible contra-actions include redness, itching, swelling, rash, burning, stinging, blistering.



## Outcome 2: Be able to apply media make-up (continued)

**Evaluation and client satisfaction:** Client satisfaction, self evaluation, professional development, verbal feedback, written feedback, photographic evidence, published work, reputation, repeat business, agree client objective reached, evaluate results of outcome.

**Principles of colour:** Colour wheel, primary colours, secondary colours, tints, shades, tones, hues, warm and cool colours, colour selection, effective blending of a range of media, special effects make-up.

**Aims and limitations:** Consistency, coverage, how colours can be altered in different types of lighting, stability, variance on different skin types, environment, limitations of colour available.

# Notes

Use this area for notes and diagrams



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# UV30441

## Fashion and photographic make-up

This unit is about designing and applying fashion and photographic make-up and includes incorporating current fashion trends, historical/period and special occasion make-up. You will also learn about make-up for both colour and black and white photography.

Level

**3**

Credit value

**7**

GLH

**66**

Observation(s)

**4**

External paper(s)

**1**

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# Fashion and photographic make-up

## Learning outcomes

On completion of this unit you will:

1. Be able to prepare for the application of fashion and photographic make-up
2. Be able to apply fashion and photographic make-up

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least four occasions**.
4. *Range*  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
Knowledge and understanding in this unit will be assessed by an external paper. The criteria that make up this paper are highlighted in white throughout this unit. **There is one external paper that must be achieved.**

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.





# Observations

## Outcome 1

### Be able to prepare for the application of fashion and photographic make-up

You can:

- a. Prepare yourself, client and work area for fashion and photographic make-up
- b. Use suitable techniques to identify the design objectives
- c. Carry out a skin sensitivity test, if required
- d. Select products, tools and equipment to suit the design objectives, the client's skin type and condition

*\* May be assessed through oral questioning.*

Observation	1	2	3	4
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



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## Outcome 2

### Be able to apply fashion and photographic make-up

You can:

- a. Communicate and behave in a professional manner
- b. Follow health and safety working practices
- c. Position yourself and the client correctly throughout the make-up application
- d. Use products, tools, equipment and techniques to suit the design objectives, the client's skin type and condition
- e. Complete the treatment to meet the design objectives
- f. Record and evaluate the effectiveness of the application
- g. Provide suitable aftercare advice

*\* May be assessed through oral questioning.*

Observation	1	2	3	4
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



# Range

\*You must practically demonstrate that you have:

Produced looks for <b>all</b> types of activities	Portfolio reference
Photographic – black and white	
Photographic – colour	
Fashion shows	
Created <b>all</b> looks	Portfolio reference
Period	
Fantasy	
High fashion	
Catwalk	
Bridal	
Commercial	
Addressed <b>all</b> resource needs	Portfolio reference
Tools and equipment	
Products	
Time	
People	
Involved a <b>minimum of 2</b> relevant people	Portfolio reference
Photographer	
Art director	
Make-up designer	
Hair designer	
Clients	
Artistes	
Stylists	
Nail technician	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



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**\*You must practically demonstrate that you have:**

Used <b>all</b> make-up application techniques	Portfolio reference
Precision base application	
Highlighting and shading	
Concealing	
Blending	
Stippling	
Precision application of eye products	
Precision application of lip products	
Colour mixing	
Stencilling	
Body make-up	
Considered <b>all</b> additional media	Portfolio reference
Accessories	
Clothes	
Hair	
Nails	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

## Achieving the external paper

The external paper will test your knowledge of the criteria highlighted in white. **A pass mark of 70% must be achieved.** Criteria not achieved will be identified to your tutor/assessor. You will then be orally questioned or asked to produce other forms of evidence as **all unit criteria must be achieved.**

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 1		

# Knowledge



## Outcome 1

### Be able to prepare for the application of fashion and photographic make-up

You can:	Portfolio reference / Assessor initials*
e. Use research methods to create the design plan	
f. Describe the importance of working to a budget	
g. Describe ways of effectively presenting a design plan	
h. Explain the importance of preparing and developing a design plan	
i. Describe the environmental conditions suitable for fashion and photographic make-up	
j. Describe the consultation techniques used to identify design objectives	
k. Explain the importance of carrying out skin sensitivity tests	
l. Describe how to select products, tools and equipment to suit the design objectives	
m. Explain the contra-indications that may prevent or restrict make-up application	

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.



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## Outcome 2

### Be able to apply fashion and photographic make-up

You can:	Portfolio reference / Assessor initials*
h. Explain how to communicate and behave in a professional manner	
i. Describe health and safety working practices	
j. Explain the importance of positioning yourself and the client correctly throughout the design	
k. Explain the importance of using products, tools, equipment and techniques to meet the design objectives, client skin type and condition	
l. Describe how application can be adapted to suit the design plan, client skin type and condition	
m. State the contra-actions that may occur during and following the application and how to respond	
n. Explain the importance of completing the design application to meet the design objectives	
o. Explain the importance of recording and evaluating the results of the make-up design	
p. Describe the aftercare advice that should be provided	
q. Describe the structure and functions of the skin	
r. Describe skin types, conditions, diseases and disorders	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to prepare for the application of fashion and photographic make-up

### Management of health and safety at work:

Clean up spillages, report slippery surfaces, remove/report obstacles, ensure good all round access to trolleys and equipment, sterilise/disinfect tools, equipment and work surfaces, wear personal protective equipment.

**Manual handling** – moving stock, lifting, working heights, unpacking, posture, department, balance weight, preserve back, prevent slouching.

**Towels** – clean for every client, place dirty towels in covered bin.

**Liability insurance** – employer's, public, professional indemnity.

**Reporting of injuries, diseases and dangerous occurrences** – accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

**Control of substances hazardous to health** – replace lids, ensure ventilation for vapour and dust, avoid overexposure to chemicals, use chemicals correctly, follow storage, handling, use and disposal correctly, dispose of contaminated waste/products (in a closed top bin), check end date on packaging, store away from heat, damp and direct sunlight, follow relevant manufacturer's instructions, no smoking, eating or drinking.

**Health and safety legislation:** Data protection, electricity at work, employers' liability (compulsory insurance), fire precautions, first aid at work, health and safety at work, local government miscellaneous provisions, occupiers' liability.

**Regulations:** Control of substances hazardous to health, management of health and safety at work, manual handling, personal protective equipment, reporting of injuries, diseases and dangerous occurrences, workplace (health and welfare).

**Hazards and risks:** A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

**Employer responsibility:** Current and valid liability insurance, display health and safety rules (covering staff, employees, clients and fire evacuation), provide regular training, accurate record keeping, monitoring.

**Hazards:** Something with potential to cause harm, requiring immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Equipment** – only used for intended purpose, safe usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance, portable appliance testing, correct disposal of contaminated waste, records.

**Security (cash):** Staff training, point of sale, regular banking, in transit.

**Security (people):** Staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation, storage, client records, business information).

**Risk:** Likelihood of a hazard happening, risk assessment, determine the level of risk, preventative measures, reduce a potentially harmful situation, judgement of salon hazards, who/what is at risk, level of risk,





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## Outcome 1: Be able to prepare for the application of fashion and photographic make-up (continued)

interpret results, conclusions, record findings, regular reviews.

**Reasons for risk assessment:** Staff, visitors and client health and safety, safe environment, minimise hazards and risks, requirement of legislation.

### Hygiene:

**General** – sterilise and sanitise tools, disinfect work surfaces, cover cuts and abrasions, sanitise therapist's hands before and after treatments, sanitise with sprays and gels, clean towels between clients, dirty towels in covered bin, disposable towels, dispense products with a spatula, pump or spray, disposables used wherever possible, no smoking, personal hygiene, replace loose lids (uncapped bottles and pots).

**Disinfection** – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

**Disposal of waste:** Single use items, pedal bin with a liner, spillages and unused chemicals, contaminated waste, hazardous waste, environmental protection.

**Posture and deportment:** Correct posture when sitting, lifting and carrying, working methods to avoid Repetitive Strain Injury (RSI), hand exercises, standing posture (even weight distribution), client comfort, maintain modesty, client correctly positioned to get maximum benefit from treatment, ensure technician positioning delivers appropriate techniques, appropriate space between client and technician, prevent injury, optimum results, allow for visual checks.

**Work area:** Clean and hygienic, height adjustable chair, correct posture, correct couch height, lighting, ventilation, noise, music, temperature, ambience, no trailing

wires, no obstructions, tools and equipment in a safe working position for make-up artist, natural or artificial light, time of day, if working outside then protection from direct sunlight, wind and rain, privacy of work area.

**Client preparation:** Protect client clothing, ensure client positioned correctly and comfortably, respect privacy and modesty.

### Communication:

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, open questioning related to treatment.

**Non-verbal** – eye contact, body language, listening.

**Record keeping:** Accurate appointment systems, stationery, loyalty, rewards, acknowledgement of occasions, consultation record keeping, contra-indications, signatures, refer to existing records, information clear, accurate and in logical order (name, address, contact numbers, age range, reason for treatment, occupation, sport/hobbies, medical history, allergies/hypersensitivity, contact lenses, contra-actions, contra-indications, skin sensitivity tests, adaptations and modifications, recommendations, requirements, treatment plan), update record at the end of the treatment, update at each visit, maintained electronically, paper records.

**Professional appearance:** Clean professional uniform, closed-in footwear, no jewellery, no piercings, hair (neatly tied back, fringe secured), light day make-up, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant), oral hygiene (clean teeth, fresh breath), nails (good condition and maintained).



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## Outcome 1: Be able to prepare for the application of fashion and photographic make-up (continued)

**Professional ethical conduct:** Polite, cheerful and friendly manner (friendly facial expressions, positive attitude, eye contact, open body language), client relations, confidentiality, respect for colleagues and competitors, avoid gossip, take pride in work, punctual, employer and client loyalty.

**Consultation techniques:** Client requirements, client satisfaction, client expectations and aftercare, signatures, visual, manual, listen, client card reference.

**Research techniques:** For design of make-up, use of mood board, pictorial research, face designs, sketches, books, magazines, internet, specialised trade magazines, lighting, exhibitions, museums, music videos/ TV channels, street fashion, historical research, films, musicals, theatre.

**Treatment objectives:** Apply and design fashion and photographic make-up, product choice, colour range/selection, suitable techniques to meet design brief (skin condition, skin type, skin tone, skin colour, facial features), environmental factors, realistic outcome, additional services, client needs, suitability, duration, cost.

**Working to a budget:** Required resources, additional props, accessories, products to complete the design plan, adaptability.

**Skin sensitivity tests:** 24-48 hours before treatment.

**Record results of skin sensitivity test:** All products and where on the body they are placed, recorded on record card, client signature and date.

**Interpret results of skin sensitivity test:**

**Positive** – red, itchy, irritated, swelling, sore.

**Negative** – no change to skin.

**Carrying out patch test:** Cleanse area (either crook of elbows or behind ears), apply each product to the area with a brush, allow to dry, leave on for a minimum of 24 hours, explain positive and negative reactions, remove product with damp cotton wool, if positive reaction is experienced then record products used, and where placed, on the record card with date.

**Importance of test:** To prevent allergic reaction, invalidation of insurance policy if not carried out, always follow relevant manufacturer's instructions.

**Examples of contra-indications that may prevent treatment:** Contagious skin disorders such as bacterial (impetigo), viral (herpes simplex), fungal (tinea), systemic medical conditions, conjunctivitis, severe skin conditions and eye infections, boils and herpes zoster and warts, parasitic infection such as scabies, severe bruising, undiagnosed lumps or swelling, sunburn.

**Examples of contra-indications that may restrict treatment:** Skin allergies, cuts, abrasions, bruising, styes, facial piercing, minor eczema, minor psoriasis.



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## Outcome 2: Be able to apply fashion and photographic make-up

### Products for fashion and photographic make-up:

Cleanser, moisturiser, toner, tinted moisturiser, primer, hand sanitiser, cotton buds/pads, tissues, face wipes, colour correctors, concealer palette, foundation range, translucent powder, bronzing powder, eyeliner (pencil, gel, liquid), eyebrow (powder, pencil), eye shadow palette, mascara, blusher (powder, cream, mousse), lip (pencils, lipstick, stains/tint/gloss), spirit gum, gems, glitter, stencils, eyelashes (individual, strip).

### Equipment for fashion and photographic make-up:

Brushes, disposable applicators, palette, spatula, face mask, goggles, protective apron, sponges, powder puffs, eyelash curlers, face wipes, mirror, towels, professional brush cleaner, notebook, pencil, camera.

### Techniques for fashion and photographic make-up:

Corrective, colour corrective, blending, highlighting, shading, sculpting, contouring, concealing.

### Application sequence for fashion and photographic make-up:

**Base preparation** – cleanse, tone, moisturise, prime, colour correct (if necessary), conceal, translucent powder, foundation, bronzer (if required).

**Eyebrows** – brush through, apply eyebrow powder or pencil, clear mascara.

**Eyes** – apply neutral shadow over area, eye shadow colours, eyeliner, mascara, false lashes (if required).

**Blusher** – apply to cheek area, highlight contour, shade.

**Lips** – line, lip gloss, stain, lipstick.

**Adornments** – glitter, gems, stencils.

**Aftercare advice:** Safe removal of any false eyelashes using moisture, eye make-up remover on a cotton bud, circular movements from the outer corner of the eye, without pulling false eyelashes.

**Removal of makeup** – cleanse, tone, moisturise.

**Retail products** – make-up ranges for skin tone, colour and type, application techniques for home care products can be discussed and demonstrated.

### Possible contra-actions:

**False eyelashes** – adhesive entering eye, sensitivity or burning sensation/allergic reaction (remove all products immediately, use eye bath to flush eye, client to seek medical advice if condition persists), record all reactions/actions on record card.

**Allergic reaction to make-up products** – redness, itching, swelling, rash, burning or stinging, blistering (remove make-up/product immediately with suitable remover, clean area with water, client to seek medical advice), all reactions and actions taken written on record card.

**Evaluation and client satisfaction:** Client satisfaction, self evaluation, professional development, verbal feedback, written feedback, photographic evidence, published work, reputation, client objective, evaluate results of outcome.

### Skin:

**Epidermis** – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

**Dermis** – blood and lymph supply, fibroblasts (collagen, elastin), hair,



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## Outcome 2: Be able to apply fashion and photographic make-up (continued)

sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.

**Hypodermis** – subcutaneous layer, adipose tissue, adipocytes.

**Functions of the skin** – protection, heat regulation, absorption, secretion, elimination, sensation, formation of Vitamin D, melanin production, process of keratinisation.

**Skin types:** Normal, oily, dry.

**Skin conditions:** Mature, sensitive, dehydrated.

**Examples of skin imperfections:** Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles.

### **Skin characteristics:**

**Sensitive** – often pale skin, dry, colour easily, redness, react to products.

**Dehydrated** – normal sebaceous secretions but still flaky, tight.

**Mature** – loss of elasticity, lose muscle tone, wrinkles.

**Normal** – fine texture, no visible pores, smooth, supple, flexible.

**Oily** – shiny, slight thickening, sallow, coarse texture, enlarged pores, congestion, comedones.

**Combination** – combination of two or more skin types, usually oily T-zone, normal or dry on cheeks.

**Dry** – lacks moisture, dry to touch, flakiness, fine texture, thin, tight, small pores, broken capillaries, ageing.

**Examples of diseases and disorders of the skin:** Impetigo, conjunctivitis, styes, boils, carbuncles, herpes simplex, herpes zoster, scabies, pediculosis, tinea corporis, milia, eczema, psoriasis, dermatitis, acne vulgaris, acne rosacea, cysts, moles, skin tags, keloid scar, malignant melanoma/ carcinoma, urticaria, seborrhoea, hyper-pigmentation, hypo-pigmentation, dermatosis papulosa nigra (DPN), vitiligo, naevi, xanthomas.

**Ageing process:** Loss of elasticity, dryness of skin, cell regeneration slows, thinning of skin, broken capillaries, slack muscle tone, poor circulation, waste product removal slows, less fatty tissue, irregular pigmentation.

### **Lifestyle factors that affect skin:**

Occupation, diet and fluid intake, sleep patterns, smoking, exercise, hobbies, home situation, stress levels, medication, illness, premature ageing, ineffective skin care.

# UV30409

## Camouflage make-up

This unit is about providing skin camouflage applications to cover a wide range of often complex conditions, designed to restore the skin colouration of the surrounding skin tone. It also covers the use of a variety of specialist camouflage products.

Level

**3**

Credit value

**7**

GLH

**60**

Observation(s)

**4**

External paper(s)

**2**



# Camouflage make-up

## Learning outcomes

On completion of this unit you will:

1. Be able to prepare to apply camouflage make-up
2. Be able to apply camouflage make-up

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least four occasions**.
4. *Range*  
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
Knowledge and understanding in this unit will be assessed by an external paper. The criteria that make up this paper are highlighted in white throughout this unit. **There are two external papers that must be achieved.**

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

## Maximum service times

There are no maximum service times that apply to this unit.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.





# Observations

## Outcome 1

### Be able to prepare to apply camouflage make-up

You can:

- a. Prepare yourself, the client and work area for camouflage make-up
- b. Use suitable consultation techniques to identify treatment objectives
- c. Advise the client on how to prepare for the treatment
- d. Identify influencing factors
- e. Provide clear recommendations to the client based on the factors

*\* May be assessed through oral questioning.*

Observation	1	2	3	4
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



## Outcome 2

### Be able to apply camouflage make-up

You can:

- a. Communicate and behave in a professional manner
- b. Position yourself and the client correctly throughout the treatment
- c. Select and use products, equipment and techniques taking into account identified factors
- d. Follow safe and hygienic working practices
- e. Identify contra-actions and take appropriate action during treatment
- f. Provide suitable aftercare advice
- g. Complete the treatment to the satisfaction of the client
- h. Evaluate the results of the treatment with the client

*\*May be assessed through oral questioning.*

Observation	1	2	3	4
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



# Range

\*You must practically demonstrate that you have:

Used a <b>minimum of 3</b> camouflage products	Portfolio reference
Camouflage creams	
Camouflage powders	
Setting products	
Skin stains	
Faux tan products	
Used <b>all</b> application tools	Portfolio reference
Brushes	
Fingers	
Sponges	
Velour puffs	
Used <b>all</b> consultation methods	Portfolio reference
Visual	
Manual	
Questioning	
Reference to client records	
Addressed <b>all</b> camouflage needs	Portfolio reference
Tattoos	
Atrophic scar tissue	
Hypertrophic scar tissue	
Keloid scar tissue	
Hyper-pigmentation	
Hypo-pigmentation	
Erythema	
Bruising	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



**\*You must practically demonstrate that you have:**

<b>Dealt with a minimum of 1 of the necessary actions</b>	<b>Portfolio reference</b>
Encouraging the client to seek medical advice	
Explaining why the camouflage cannot be carried out	
Modifying the camouflage application	
<b>Carried out camouflage application on all areas</b>	<b>Portfolio reference</b>
Head	
Body	
<b>Used all camouflage instructional techniques</b>	<b>Portfolio reference</b>
Skills demonstration	
Verbal explanation	
Use of written instructions	
<b>Given all types of aftercare advice</b>	<b>Portfolio reference</b>
Other products that can be used in conjunction with skin camouflage	
Products/substances/environments which should be avoided	
Future treatment needs	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.

## Achieving the external paper

The external papers will test your knowledge of the criteria highlighted in white. **A pass mark of 70% must be achieved.** Criteria not achieved will be identified to your tutor/assessor. You will then be orally questioned or asked to produce other forms of evidence as **all unit criteria must be achieved.**

Your assessor will complete the following table when the 70% pass mark has been achieved.

Paper	Date achieved	Assessor initials
1 of 2		
2 of 2		

# Knowledge



## Outcome 1

### Be able to prepare to apply camouflage make-up

You can:	Portfolio reference / Assessor initials*
f. Describe the salon's requirement for preparing yourself, the client and work area	
g. Identify different consultation techniques used to identify treatment objectives	
h. Describe the factors that need to be considered when selecting techniques, products and equipment	
i. Describe the environmental conditions suitable for camouflage make-up	
j. Describe the safety considerations that must be taken into account when applying camouflage make-up	
k. Identify the range of equipment used for camouflage make-up	
l. Identify products used and their key ingredients	
m. Describe contra-indications that prevent or restrict camouflage make-up	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*



## Outcome 2

### Be able to apply camouflage make-up

You can:	Portfolio reference / Assessor initials*
i. Describe how to communicate and behave in a professional manner	
j. State the importance of positioning yourself and the client correctly throughout the treatment	
k. Describe safe and hygienic working practices	
l. Describe contra-actions which might occur during and following the treatment and how to respond	
m. Describe the aftercare advice that should be provided	
n. State the importance of completing the treatment to the satisfaction of the client	
o. State the methods of evaluating the effectiveness of the treatment	
p. Describe the origins of camouflage make-up	
q. Describe the principles of colour theory	
r. Describe different types of light	
s. Describe the structure and function of the skin	
t. Describe different skin types, conditions and tones	

*\*Assessor initials to be inserted if orally questioned.*

*Requirements highlighted in white are assessed in the external paper.*

# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to prepare to apply camouflage make-up

### Management of health and safety at work:

Clean up spillages, report slippery surfaces, remove/report obstacles, ensure good all round access to trolleys and equipment, sterilise/disinfect tools, equipment and work surfaces, wear personal protective equipment.

**Manual handling** – moving stock, lifting, working at heights, unpacking, posture, department, balance weight, preserve back, prevent slouching.

**Towels** – clean for every client, place dirty towels in covered bin.

**Liability insurance** – employers', public, professional indemnity.

**Reporting of injuries, diseases and dangerous occurrences regulations** – accident book, reporting diseases, local bye-laws, code of conduct, risk assessment.

**Control of substances hazardous to health regulations** – replace lids, ensure ventilation for vapour and dust, avoid over exposure to chemicals, use chemicals correctly, follow storage handling use and disposal, correctly dispose of contaminated waste/products (in a closed top bin), check end date on packaging, store away from heat, damp and direct sunlight, follow relevant manufacturer's instructions, no smoking, eating or drinking.

**Health and safety legislation:** Data protection, electricity at work, employers' liability (compulsory insurance), fire precautions, first aid at work, health and safety at work, local government

miscellaneous provisions, occupiers' liability, local bye-laws.

**Regulations:** Control of substances hazardous to health, management of health and safety at work, manual handling, personal protective equipment, reporting of injuries, diseases and dangerous occurrences, workplace (health and welfare).

**Hazards and risks:** A hazard is something that has the potential to cause harm. A risk is the likelihood of a hazard happening.

**Employer responsibility:** Current and valid liability insurance, display health and safety rules (covering staff, employees, clients and fire evacuation), provide regular training, accurate record keeping, monitoring.

**Hazards:** Something with potential to cause harm, requiring immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

**Equipment** – only used for intended purpose, safe usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance, portable appliance testing, correct disposal of contaminated waste, records.

**Security (cash)** – staff training, point of sale, regular banking, in transit.

**Security (people)** – staff, clients, visitors, children, personal belongings, systems (security, emergency evacuation, storage, client records, business information).

**Risk:** Likelihood of a hazard happening, risk assessment, determine the level of risk,





## Outcome 1: Be able to prepare to apply camouflage make-up (continued)

preventative measures, reduce potentially harmful situation, judgement of salon hazards, who/what is at risk, level of risk, interpret results, conclude, record findings, regular reviews.

**Reasons for risk assessment** – staff, visitors, client health and safety, safe environment, minimise hazards and risks, requirement of legislation.

### Hygiene:

**General** – sterilise and sanitise tools, disinfect work surfaces, cover cuts and abrasions, sanitise therapist's hands before and after treatments, sanitise with sprays and gels, clean towels between clients, place dirty towels in covered bin, use disposable towels, dispense products with a spatula, pump or spray, use disposables wherever possible, no smoking, personal hygiene, replace loose lids, uncapped bottles and pots.

**Disinfection** – heat or chemical methods, bactericides, fungicides, viricides, UV cabinet for storage only.

**Disposal of waste** – single use items, pedal bin with a liner, spillages and unused chemicals, contaminated waste, hazardous waste, environmental protection.

### Therapist posture and deportment:

Correct posture when sitting, lifting and carrying, working methods to avoid Repetitive Strain Injury (RSI), hand exercises, standing posture, even weight distribution, client comfort, maintain modesty, client correctly positioned to get maximum benefit from treatment, ensure technician positioning delivers appropriate techniques, appropriate space between client and technician, prevent injury, optimum results, allow for visual checks.

**Work area:** Clean and hygienic, height adjustable chair, correct posture, correct couch height, lighting, ventilation, noise, music, temperature, ambience, no trailing wires, no obstructions, tools and equipment in a safe working position for therapist.

**Client preparation:** Protect client clothing, ensure client positioned correctly and comfortably, respect privacy and modesty.

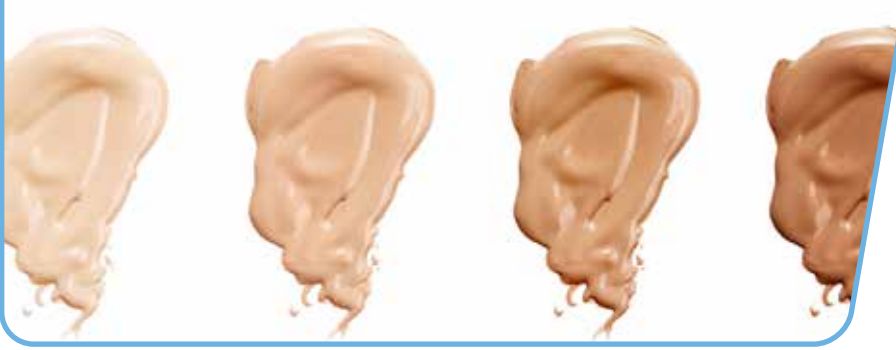
### Communication:

**Verbal** – speaking manner and tone, professional, supportive, respectful, sensitive to client, open questioning related to treatment.

**Non-verbal** – eye contact, body language, listening.

**Record keeping:** Accurate appointment systems, stationery, loyalty, rewards, acknowledgement of occasions, consultation record keeping, contra-indications, signatures, refer to existing records, information clear, accurate and in logical order (name, address, contact numbers, age range, reason for treatment, occupation, sport/hobbies, medical history, allergies/hypersensitivity, contact lenses, contra-actions, contra-indications, skin sensitivity tests, adaptations and modifications, recommendations, requirements, treatment plan), update record at the end of the treatment, update at each visit, maintained electronically, paper records.

**Professional appearance:** Clean professional uniform, closed in footwear, no jewellery, no piercings, hair (neatly tied back, fringe secured), light day make-up, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant), oral hygiene (clean teeth, fresh breath), nails (good condition and maintained).



## Outcome 1: Be able to prepare to apply camouflage make-up (continued)

**Professional ethical conduct:** Polite, cheerful and friendly manner (friendly facial expressions, positive attitude, eye contact, open body language), client relations, confidentiality, respect for colleagues and competitors, avoid gossip, take pride in work, punctuality, employer/client loyalty.

**Environmental factors:** Correct room/area temperature, appropriate ventilation.

**Lighting:** Full spectrum fluorescent lamp, white light, incandescent light, protection from direct sunlight, effects of light on pigment.

**Factors:** Male, female, congenital dermatoses, pigment disorders, vascular disorders, birthmarks, port wine stains, skin blemishes, scars, trauma (accident, illness, surgical procedures, self harm, burns, acts of violence), corrective (age spots, moles, dark circles, tattoos, bruising), face shapes/sizes, facial features.

**Consultation techniques:** Avoid direct questioning, never ask what/why/where/when/who/how, listen to client's requirements/expectations, therapist's recommendations, respect confidentiality, create a relaxed environment, be tactful and reassuring, ensure client satisfaction, explain aftercare, signatures of client and make-up artist, client card reference, use a range of related terminology linked to camouflage make-up application.

**Treatment objectives:** Apply, instruct on application, remove camouflage make-up, agree product choice, colour range/selection, use suitable techniques to meet required result, area requiring camouflage, skin condition, skin type/tone/colour, facial features, environmental factors, realistic outcome, additional services, client needs, suitability, duration, cost.

**Recommendations to client:** Treatment process, expected result, time, commercial

products, medical grade products, advise client of skin sensitivity test for make-up (if necessary), lighting effects, natural day light, fluorescent light, incandescent light, flash photography.

**Skin sensitivity tests (record results):**

Accurately record all products and site of patch test on record card, obtain client signature and date.

**Skin sensitivity tests (interpret results):**

**Positive** – red, itchy, irritated, swelling, sore.

**Negative** – no change to skin.

**Carrying out patch test:** Cleanse area (either crook of elbows or behind ears), apply each product to the area with a cotton bud, allow to dry, leave on minimum of 24 hours, explain positive and negative reactions, (remove product with damp cotton wool. If positive reaction experienced – record products used and where placed, on the record card with date.

**Importance of test:** Follow manufacturers' instructions to prevent allergic reaction – if not carried out invalidation of insurance policy.

**Examples of contra-indications that may prevent treatment:** Structural changes in the area to be camouflaged, suspicious moles, infections, contagious skin disorders and diseases.

**Examples of contra-indications that may restrict treatment:** Minor bruising, minor inflammation, facial piercing.



## Outcome 2: Be able to apply camouflage make-up

### Origins of skin camouflage make-up:

Lydia O'Leary, USA, 1928 (created CoverMark, medical aid, inspirational), Joyce Allsworth, 1950s (researched, implemented skin camouflage within Great Britain, objective to alleviate psychological, physical and social effects that an altered image can have).

### Products for camouflage make-up:

Specialised cleansing water in oil, toner, ensure moisturiser is absorbed into the skin before application if used, hand sanitiser, cotton buds/pads, tissues, face wipes, powder, fixing powder, fixing spray, oil free beauty make-up range, range of concealing and camouflage products (of which may contain titanium dioxide).

### Equipment for camouflage make-up:

Brushes, disposable applicators, palette, bowls, spatula, tooth picks, sponges, powder puffs, mirror, magnifying lamp, towels, professional brush cleaner, camera.

### Techniques for camouflage make-up:

Corrective, colour corrective, blending, highlighting, shading, sculpting, contouring, using brush, fingers.

### Application sequence for camouflage

**makeup:** Treatment area clean, dry, oil free, warm corrective colour product in the palm of the hand, apply to the area with preferred method (brush, fingers), set with powder, brush off excessive powder, spray with fixer spray if required, apply skin match product, powder, brush excessive powder, build up several layers.

**Removal of camouflage make-up:** Water in oil cleanser, circular movements into products, wipe off, moisturise if required.

**Aftercare advice:** Removal of make-up, water in oil based cleanser, tone, moisturise.

**Retail products:** Camouflage make-up ranges, application techniques for home application discussed and demonstrated, advise against leaving products on the skin over 24 hours at a time.

### Examples of possible contra-actions:

Blocked pores, pustules, redness, itching, swelling, rash, burning or stinging, blistering (remove make-up product immediately, with suitable remover), clean area with water, seek medical assistance, maintain records.

**Evaluation and client satisfaction:** Client satisfaction, self evaluation, professional development, verbal feedback, written feedback, photographic evidence, published work, reputation, agree client objective reached, evaluate results of outcome.

### Principles of colour:

**Primary** – red, yellow, blue.

**Secondary** – mixing primary, green, orange, blue.

**Tertiary** – mixing primary, secondary colours, blue-green, red-violet, yellow-orange.

**Skin tones:** Cool, light (ivory, pink, sallow), warm, dark (yellow, golden, red, blue, ashen grey).

**Skin types:** Normal, oily, dry.

**Skin conditions:** Mature, sensitive, dehydrated.

### Skin characteristics:

**Sensitive** – often pale skin, dry, colour easily, redness, react to products.

**Dehydrated** – normal sebaceous secretions but still flaky, tight.



## Outcome 2: Be able to apply camouflage make-up (continued)

**Mature** – loss of elasticity, lose muscle tone, wrinkles.

**Normal** – fine texture, no visible pores, smooth, supple, flexible.

**Oily** – shiny, slight thickening, sallow, coarse texture, enlarged pores, congestion, comedones.

**Combination** – combination of two or more skin types, usually oily T-zone, normal or dry on cheeks.

**Dry** – lacks moisture, dry to touch, flakiness, fine texture, thin, tight, small pores, broken capillaries, ageing.

### Skin:

**Epidermis** – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

**Dermis** – blood and lymph supply, fibroblasts (collagen, elastin), hair, sebaceous glands, arrector pili muscle, dermal papilla, sweat glands (eccrine and apocrine), sensory nerve endings.

**Hypodermis** – subcutaneous layer, adipose tissue, adipocytes.

**Functions of the skin** – protection, heat regulation, absorption, secretion, elimination, sensation, formation of Vitamin D, melanin production, process of keratinisation.