

VTCT Skills Level 3 Award in Media Make-Up

Accreditation start date:	1 August 2010
Credit value:	7
Total Qualification Time (TQT):	70
Guided learning hours (GLH):	60
Qualification number:	500/8619/4

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	IQA signature (if sampled)
Mandatory units				
UV30431				

The qualification

Introduction

The VTCT Skills Level 3 Award in Media Make-Up is a qualification that has been specifically designed to develop your practical skills and media make-up techniques. You will learn to use latex, liquid blood and other coloured cosmetics to create different character and casualty effects.

You will also learn about applying small prosthetic pieces such as ear tips, chins and noses. Colour theory and presenting your ideas via a mood board are significant elements of this qualification.

The purpose of this qualification is develop your skills in make-up which will provide you with the foundation for further learning or progression into specialist employment or self employment.

National Occupational Standards (NOS)

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

Prerequisite

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.



Progression

When you have successfully completed this qualification you will have the opportunity to progress to the following VTCT Skills qualification:

- Level 3 NVQ Diploma in Beauty Therapy Make-Up

Progression opportunities also exist in the form of specialist VTCT Skills vocationally related qualifications:

- Level 3 Diploma in Make-Up Artistry
- Level 3 Diploma in Theatrical, Special Effects and Hair and Media Make-Up
- Level 3 Certificate in Fashion and Photographic Make-Up

Qualification structure

Total credits required - 7

All mandatory units must be completed.

Mandatory units - 7 credits

VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV30431	T/601/3566	Media make-up	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 Skills 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 Skills 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 Skills.

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

Assessment explained

VTCT Skills courses 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 Skills and regulatory requirements.

An external quality assurer, appointed by VTCT Skills, 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 Skills unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV30431	Media make-up	0	✓	✓

Unit glossary

	Description
VTCT Skills product code	All units are allocated a unique VTCT Skills product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT Skills.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	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.
Credit value	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.
Guided learning hours (GLH)	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.
Total qualification time (TQT)	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.
Observations	This indicates the minimum number of observations required to achieve the unit.
Learning outcomes	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.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Maximum service times	The maximum time in which a particular service or practical element must be completed.
Observation outcome	An observation outcome details the practical tasks that must be completed to achieve the unit.
Knowledge outcome	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.
Assessment criteria	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.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.

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 may be gathered within the workplace or realistic working environment (RWE).
2. **Simulation**
Simulation is not allowed in this unit.
3. **Observation outcomes**
Competent performance of Observation outcomes must be demonstrated 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.

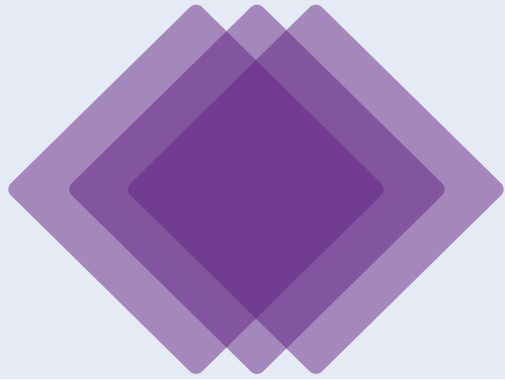
Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

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

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

Learning 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	Optional
Date achieved				
Criteria questioned orally				
Portfolio reference				
Assessor initials				
Learner signature				



Learning outcome 2

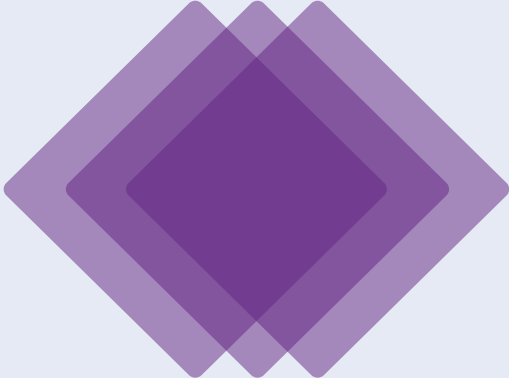
Be able to apply media make-up

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



Notes

Use this area for notes and diagrams.

Range

*You must practically demonstrate that you have:

Used all design planning techniques	Portfolio reference
Mood board	
Face designs	
Body designs	
Photographs	
Accessories	

Used all 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	

*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:**

Created all looks	Portfolio reference
Period	
Fantasy	
Casualty effects	
Character	

Provided all 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*:

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

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

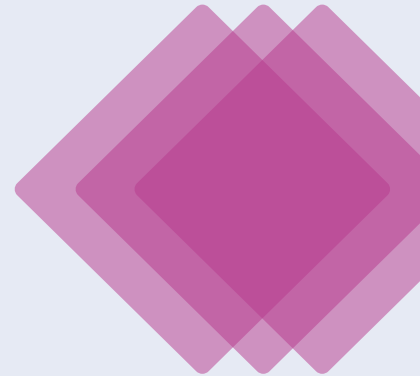
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

*This is not an exhaustive list.



Knowledge



Learning 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	
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.

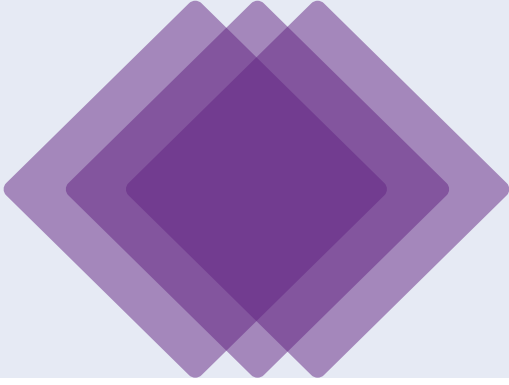


Learning outcome 2

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.



Notes

Use this area for notes and diagrams.

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.

Learning outcome 1: Be able to prepare for the application of media make-up

Management of health and safety at work:

Clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to trolleys and equipment, clean/disinfect/sanitise/sterilise work areas/surfaces, equipment and tools as appropriate, no smoking/vaping, eating, drinking or drugs.

Infection Prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of working environment and service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Personal protective equipment (PPE): Use appropriate personal protective equipment for self and client, for example, the use of gloves when using cleaning chemicals.

Client preparation and care: Preparing for and performing a service taking into account any specific requirements and diverse needs the client may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Manual handling: Moving stock, lifting, working heights, unpacking, posture, deportment, balance weight, protect back, prevent slouching, avoid straining or overreaching.

Towels: Wash regularly and efficiently, use fresh towels for every client, place dirty towels in a 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.

Regulations: Working in accordance with current health and safety legislation: Health and Safety at Work Act, Management of Health and Safety at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), Health and Safety (First Aid) Regulations, Manual Handling Operations Regulations, Control of Substances Hazardous to Health Regulations (COSHH), Personal Protective Equipment at Work Regulations (PPE), Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations,

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

Provision and Use of Work Equipment Regulations, Equality Act, Data Protection Act (UK General Data Protection Regulations (GDPR), Environmental Protection Act.

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

Hazards: require immediate attention, level of responsibility, report, nominated personnel, duty to recognise/deal with hazards.

Reasons for risk assessment: Staff, visitor, client health and safety, minimise hazards and risks, maintain safe environment, legal requirement.

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.

Equipment: Follow organisational/manufacturers'/suppliers' instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance.

Products, tools and equipment: Disinfecting fluid, sterilising solution, sanitiser, couch/chair – adjustable, protective cover, couch roll, trolley, chair/stool – adjustable, towels, gown/robe, tissues, cotton wool, spatulas, bowls, lined waste bin, products, tools and equipment for media make-up, products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service.

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).

Hygiene:

General: Clean/disinfect work area/surfaces, clean/sterilise/sanitise tools and equipment, fresh towels for each client, place dirty towels in covered bin, dispense products with a spatula, pump or spray, use disposables as appropriate to service, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise therapist's hands before, during and after services.

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: Lined waste bin, organisational policies and procedures for disposal of waste – non-hazardous, clinical, sharps, mixed municipal, general and confidential, recyclable; environmental protection, single use items, dispose of all waste in accordance with manufacturers' instructions.

Environmental working practices:

Effective and energy efficient working practices, for example, lighting, heating and ventilation to meet the Workplace (Health, Safety and Welfare) Regulations (or local regulation requirements to the country being delivered in) for client and employees, water conservation, environmental waste management.

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

Sustainable working practices: For example, use products with ingredients from sustainable sources, minimal and sustainable packaging, recyclable, bio-degradable or compostable options for products, disposable and single-use items, record product usage, paper-free appointment systems and pricelists.

Make-up artist health and wellbeing: Maintain correct posture when performing services, sitting, lifting and carrying, use working methods to avoid work related injuries, for example, Repetitive Strain Injury (RSI), perform regular hand exercises, maintain correct standing posture, even weight distribution, ensure own positioning delivers appropriate techniques, prevents injury, promotes optimum results, allows for visual checks, maintain appropriate space between client and self. Regular water/rest breaks to prevent dehydration and fatigue. Prevent contact dermatitis – wear gloves when using chemicals, wash and dry hands regularly and use moisturiser/barrier cream as appropriate.

Work area: Prepare in accordance with organisational requirements and health and safety standards, clean and hygienic – clean/disinfect/sanitise/sterilise work area, tools and equipment, sufficient ventilation, appropriate room temperature, lighting, ambience, music, hygienic set up of couch and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, preparation of props for client support.

Client preparation: Consult with client, perform any necessary pre-service tests, provide modesty robe/gown, advise client on clothing to remove/keep on, protect client clothing, maintain client comfort, privacy and modesty, client positioned correctly.

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to service.

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

Written – electronic, digital or paper-based, clear and concise, attention to spelling, grammar and presentation of written information.

Visual aids – Photographs, colour charts, digital media, magazines and images, can provide inspiration and assist the client's understanding.

Adapting and tailoring approaches – for different clients, for example, new and existing clients, according to age, health conditions.

Clarification – checking client understanding of proposed service and expected outcomes, checking client's comfort and wellbeing throughout the service.



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

Record keeping: Accurate appointment systems, stationery, loyalty rewards, acknowledgement of occasions, consultation record keeping, refer to existing records, ensure information is concise, accurate and in logical order (name, address, contact details, age range, lifestyle profile- work status, medical history, contra-indications, general health and wellbeing, service history, allergies/hypersensitivity, contra-actions, skin sensitivity tests, current skincare regime, treatment requirements, client preferences and expectations, skin analysis, adaptations and modifications, recommendations, treatment plan including products, expected outcomes, client informed consent and signature), update record at the end of the service, update at each visit, maintained electronically/digitally/paper-based, documented and stored in compliance with current data protection legislation, for example General Data Protection Regulations (GDPR).

Professional appearance: Clean professional uniform, no jewellery, no piercings, hair neatly tied back (fringe secured), closed in footwear, personal hygiene and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant, avoid use of overpowering fragrance), oral hygiene (clean teeth, fresh breath), nails (clean, short, polish-free, good condition and maintained).

Professional ethical conduct: Follow health and safety and organisational policies and procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client(s), use appropriate language, maintain a polite, cheerful and welcoming manner (friendly facial expressions, positive attitude, eye contact, open body language), maintain confidentiality, demonstrate respect for clients, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

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.

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

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: Consultation environment (face to face or digital), model 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, informed consent and signatures of model and make-up artist, cleanse treatment area to identify condition of skin, visual, manual, 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 model:

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.

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.



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

Contra-indications:

Absolute contra-indication – An absolute contra-indication is a condition that prevents the service from being carried out and may require referral.

Examples of contra-indications that may prevent treatment (absolute contra-indications) – Broken skin, unhealed wounds, severe skin conditions, skin disorders or diseases, bacterial, viral, fungal 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.

Relative contra-indication – A relative contra-indication is a condition that requires an assessment of suitability for the service and/or if adaptations are required.

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

Skin types: Normal (balanced), oily, dry, combination.

Learning 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, liquid latex, liquid glue, blood (shop bought/home-made), adhesives, adhesive removers, sealer, petroleum jelly, glycerine, soap bar, ageing character, (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 texturising 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, special effects 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 special effects adhesives are available (spirit gum), 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.



Learning outcome 2: Be able to apply media make-up (continued)

Contra-actions: Establish if it is an expected reaction or an unexpected/adverse reaction.

In the case of expected reactions – provide immediate post-service after care and advice for homecare, for example apply a cold compress, avoid exposure to UV, avoid perfumed products.

In the case of unexpected/adverse reactions – discontinue service, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care (GP/pharmacy/emergency services/NHS direct) if required.

Possible expected reactions – erythema.

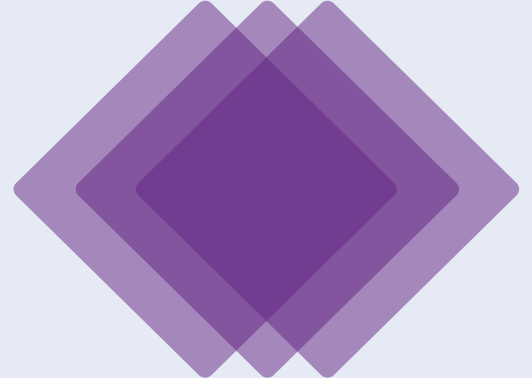
Possible unexpected/adverse reactions – skin reaction, allergy, allergic reaction to products.

Evaluation and client satisfaction: Model 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.
