

VTCT Skills Level 3 Diploma in Theatrical, Special Effects and Hair and Media Make-up

Accreditation start date:	1 September 2010
Credit value:	58
Total Qualification Time (TQT):	580
Guided Learning Hours (GLH):	455
Qualification number:	501/0896/7

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				
UV30491				
UV30468				
UV30406				
UV30409				
UV30431				
UV30441				
UV30436				
UV30558				
Optional units				

Qualification

Introduction

The VTCT Skills Level 3 Diploma in Theatrical, Special Effects and Hair and Media Make-up is a qualification that has been specifically designed to develop your practical skills to an advanced level through a variety of techniques in the following units; media, special effects and camouflage make-up, how to apply ready-made small prosthetic pieces and bald caps, monitor and maintain health and safety, client care and communication, style and fit a postiche and how to apply the complex skill of airbrush make-up.

To further enhance your practical skills you will have the opportunity to choose from the following hairdressing and beauty units; create and cast small prosthetic pieces and bald caps, working in beauty related industries, face and body art, styling and dressing hair, fantasy hair design, production arts planning, apply individual permanent lashes, self-tanning, eyelash and brow treatments, Mehndi skin decoration, 2D visual communication, cut hair using hairdressing techniques, creative hairdressing design skills, hair extension services, eyelash lifting, ear piercing, hair removal using either wax, sugar or threading, facial skin care, instruction on make-up application, create an image using hair and beauty techniques, wig services, make style a hair addition or bridal hairstyling.

The purpose of this qualification is to develop your skills as a professional make-up artist working with performers to a high level of occupational ability, to enable you to provide hair and make-up services in the media, theatre, performing arts, fashion and photographic industries. It also provides a sound platform for further learning.

The legislations referred to within this qualification apply to UK learners. For learners outside of the UK, you should familiarise yourself with legislations that may apply to you.

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.

Prerequisite

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

Progression

On completion of this qualification you may choose to undertake further study; qualifications you could progress to include:

NVQ qualifications:

- VTCT Skills Level 3 NVQ Diploma in Beauty Therapy General
- VTCT Skills Level 3 NVQ Diploma in Beauty Therapy Make-up

VTCT Skills Level 3 NVQ Diploma in Hairdressing
Alternatively, you may wish to seek employment as:

- VTCT Skills Level 3 Award in Bridal Hairstyling
- VTCT Skills Level 3 Diploma in Beauty Therapy Treatments
- VTCT Skills Level 3 Diploma in Hairdressing
- VTCT Skills Level 4 Diploma in Advanced Beauty Therapy

Qualification structure

Total credits required - 58

All mandatory units must be completed.

Mandatory units - 45 credits

VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV30491	R/600/8780	Monitor and maintain health and safety practice in the salon	4	29	3
UV30468	T/601/4457	Client care and communication in beauty-related industries	3	28	3
UV30406	R/601/3932	Apply airbrush make-up to the face	4	27	3
UV30409	D/601/4355	Camouflage make-up	7	60	3
UV30431	T/601/3566	Media make-up	7	60	3
UV30441	M/601/5509	Fashion and photographic make-up	7	66	3
UV30436	R/601/5339	Style and fit postiche	7	60	3
UV30558	M/601/9432	Apply prosthetic pieces and bald caps	6	40	3

All 58 credits must be achieved, of which, a minimum of 45 credits must at or above Level 3.

Optional units - Minimum of 13 credits					
VTCT Skills unit code	Ofqual unit reference	Unit title	Credit value	GLH	Level
UV20415	T/601/5642	Working in beauty related industries	4	31	2
UV20419	F/601/3554	Provide eyelash and brow treatments	4	36	2
UV20444	H/601/5491	Design and apply Mehndi skin decoration	4	34	2
UBT461	Y/650/8279	Provide eyelash lifting	2	20	2
UV20439	F/601/5482	Provide ear piercing	2	17	2
UV20418	J/601/3555	Remove hair using waxing techniques	6	57	2
UV20442	D/601/5487	Provide threading services for hair removal	4	29	2
UV20446	A/601/4217	Remove hair using sugaring	4	29	2
UV20398	A/601/3987	Provide facial skin care	7	56	2
UV20438	L/601/4223	Instruction on make-up application	5	34	2
UV20499	J/600/8632	Create an image based on a theme within the hair and beauty sector	7	60	2
UV20503	A/601/5366	Wig services	5	40	2
UV30557	R/601/9441	Create and cast small prosthetic pieces and bald caps	6	40	3
UV30440	J/601/5466	Design and apply face and body art	6	51	3
UV30496	R/600/8634	Style and dress hair using a variety of techniques	7	60	3
UV30572	K/502/5624	Fantasy hair design for performers	10	60	3
UV30571	M/600/0136	Production arts planning	10	60	3
UV30426	D/601/3562	Apply individual permanent lashes	4	38	3
UV30451	R/601/4465	Provide self tanning	3	25	3
UHB338	R/650/8079	Cut hair to create a variety of hairdressing looks	8	75	3
UV30498	H/600/8637	Creative hairdressing design skills	8	60	3
UV30380	A/600/9034	Provide hair extension services	5	45	3
UV30500	K/600/8638	Make and style a hair addition	7	60	3
UV30510	K/600/9059	Bridal hairstyling	4	37	3
UV21365	L/502/4823	2D visual communication	5	30	2

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 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 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:

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

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)	Portfolio of Evidence
UV30491	Monitor and maintain health and safety practice in the salon	0	✓	✓
UV30468	Client care and communication in beauty-related industries	0	✓	✓
UV30406	Apply airbrush make-up to the face	1	✓	✓
UV30409	Camouflage make-up	2	✓	✓
UV30431	Media make-up	0	✓	✓
UV30441	Fashion and photographic make-up	1	✓	✓
UV30436	Style and fit postiche	0	✓	✓
UV30558	Apply prosthetic pieces and bald caps	0	✓	✓

Optional units

		External	Internal	
VTCT Skills unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of Evidence
UV20415	Working in beauty related industries	0	x	✓
UV20419	Provide eyelash and brow treatments	1	✓	✓
UV20444	Design and apply Mehndi skin decoration	0	✓	✓
UBT461	Provide eyelash lifting	0	✓	✓
UV20439	Provide ear piercing	1	✓	✓
UV20418	Remove hair using waxing techniques	1	✓	✓
UV20442	Provide threading services for hair removal	0	✓	✓
UV20446	Remove hair using sugaring	0	✓	✓
UV20398	Provide facial skin care	2	✓	✓
UV20438	Instruction on make-up application	0	✓	✓
UV20499	Create an image based on a theme within the hair and beauty sector	0	✓	✓
UV20503	Wig services	1	✓	✓
UV30557	Create and cast small prosthetic pieces and bald caps	0	✓	✓
UV30440	Design and apply face and body art	0	✓	✓
UV30496	Style and dress hair using a variety of techniques	1	✓	✓
UV30572	Fantasy hair design for performers	0	✓	✓
UV30571	Production arts planning	0	✓	✓
UV30426	Apply individual permanent lashes	1	✓	✓
UV30451	Provide self tanning	1	✓	✓
UHB338	Cut hair to create a variety of hairdressing looks	1	✓	✓
UV30498	Creative hairdressing design skills	0	✓	✓
UV30380	Provide hair extension services	0	✓	✓
UV30500	Make and style a hair addition	0	✓	✓
UV30510	Bridal hairstyling	1	✓	✓
UV21365	2D visual communication	0	x	✓

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 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. However unlike Guided Learning Hours, TQT is 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 knowledge, 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.

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.

For the purposes of this unit the generic term of practitioner has been used to incorporate the following roles: Barber, Beauty therapist, Complementary therapist, Hairdresser, Make-up artist, Massage therapist, Nail technician. The term salon is used to incorporate the fixed business locations where services provided by the above practitioners may take place.

Level

3

Credit value

4

GLH

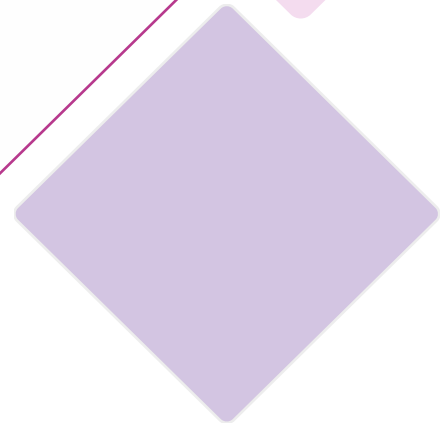
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Observation(s)

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 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. **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.
6. **External paper**
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

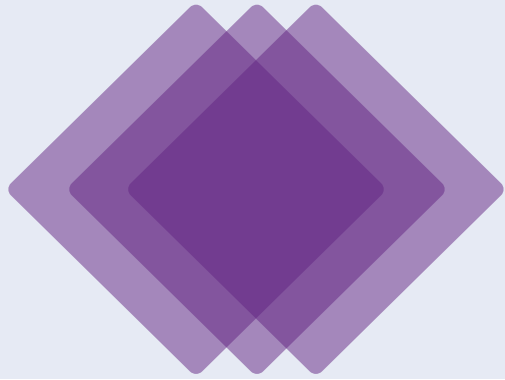
Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

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.

Achieving range

There is no range section that applies to this unit.



Observations

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



Learning 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	Optional	Optional
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*:

- 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.



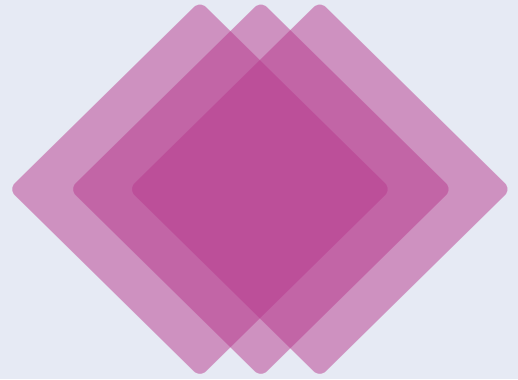
Knowledge

Learning outcome 1

Be able to 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.



Learning 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.

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 carry out a risk assessment

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, 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.

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/barbershop 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/barbershop.

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.

Learning outcome 1: Be able to carry out a risk assessment (continued)

Security (cash/vouchers) – 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, staff, records.

Learning 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.

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 regular safety drills, maintain accurate records, updated procedures and processes, regular staff training, spot checks, keep updated with law changes, take external advice/consultation.

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 ability.

Providing support for staff:

Up-to-date information such as leaflets and posters, ongoing training, open door policy, suggestion box, current roles and responsibilities for staff.

Security breaches:

Inform – salon owner, management, or tutor.

Review records – stock levels/control, monitor takings, inventory of equipment, manual and computerised records, signed, in date training records.



Learning outcome 2: Be able to monitor health and safety in the salon (continued)

Actions in the event of security breaches:

Take statements, eyewitness accounts, review findings, notify ICO Information Control Office/clients of breach, maintain confidentiality, could result in loss of employment/reputation/business, keep records and documents up to date, review, report to relevant bodies such as the Health and Safety Executive (HSE), Environmental Health Office (EHO), contact emergency services if required.

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

Liability insurance: Employers, public, professional indemnity.

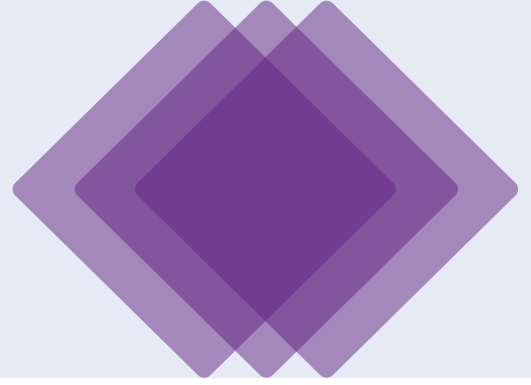
Infection prevention: Infection prevention and control measures, universal and standard precautions, for example, hand hygiene – handwashing, hand sanitising, respiratory hygiene, cough etiquette, use of PPE, safe management of the working environment and treatment/service resources, for example, cleaning,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

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 clients and employees, water conservation, environmental waste management.

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

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

Notes



Use this area for notes and diagrams.

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 their 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 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 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.

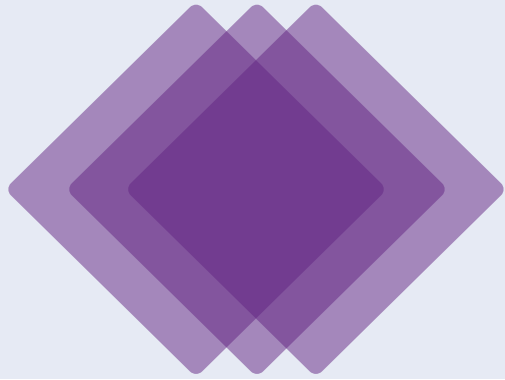
Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

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

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



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

Range

*You must practically demonstrate that you have:

Dealt with all clients	Portfolio reference
New	
Regular	

Used all consultation techniques	Portfolio reference
Questioning	
Visual	
Manual	

Dealt with all complaints	Portfolio reference
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*:

- 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.

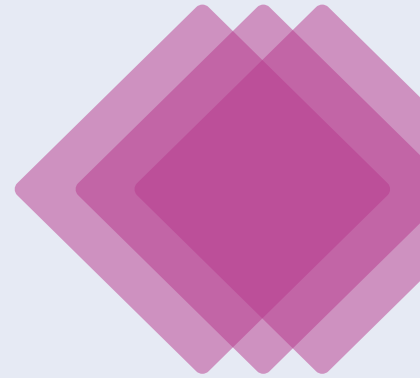
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

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 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.

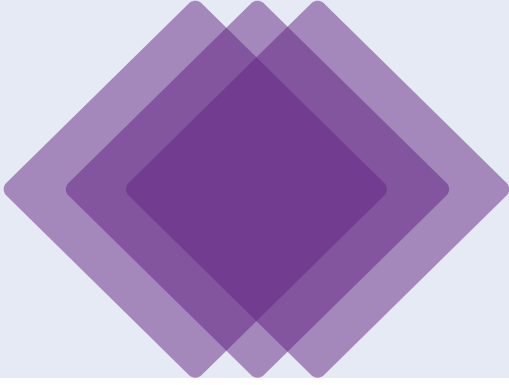


Learning outcome 2

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.



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 communicate and behave in a professional manner when dealing with clients

Communication techniques

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client, appropriate vocabulary and open questioning related to treatment/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 treatment/service and expected outcomes, checking client's comfort and wellbeing throughout the treatment/service.

Verbal communication:

Advantages – quick, instant response.

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

Non-verbal communication:

Advantages – expression of feelings, easily identify anger, happiness, confusion.

Disadvantages – cannot hide feelings, can be a barrier, no opportunity for discussion.

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, avoid inappropriate conversations.

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).

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

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.

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 treatment/service resources, for example, cleaning, disinfection, sanitisation, sterilisation of working areas/surfaces, equipment and tools, safe management of linen, safe disposal of waste.

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference, prevent contra-actions, courteous, eye contact, verbal communication, non-verbal communication, avoid conflict between a client and therapist, use a range of related terminology linked to treatment/service being performed.

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

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

Recommendations to client: Pre-treatment/service instructions on treatment/service process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further treatments, fees and treatment/service options, adaptations and modifications, post-treatment/service advice/aftercare, lifestyle changes to maintain or improve health.

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

Learning outcome 2: Be able to manage client expectations

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, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, skin sensitivity/allergy alert test, current skincare/body care regime, treatment/service requirements, client preferences and expectations, skin/body/hair analysis, adaptations and modifications, recommendations, treatment plan including products, expected outcomes, alternative treatment/service options, 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).

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

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

Retail opportunities:

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

Sales techniques: Body language, verbal, non-verbal, testers, samples, linked to treatment/service, 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.

UV30406

Apply airbrush make-up to the face

This unit is about applying airbrush make-up to the face and body. You will need to show that you can carry out a variety of airbrush make-up designs and techniques, and you will learn how to use a range of airbrush products.

Level

3

Credit value

4

GLH

27

Observation(s)

4

External paper(s)

1



Apply airbrush make-up to the face



Learning outcomes

On completion of this unit you will:

1. Be able to plan and prepare for airbrush make-up application
2. Be able to apply airbrush 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 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. There are **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout 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

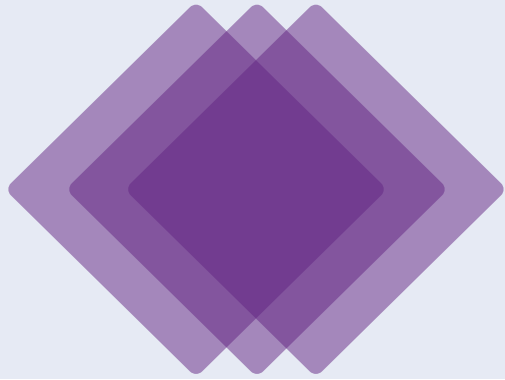
The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

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

Maximum service times

The following maximum service times apply to this unit:

Full face straight airbrush make-up
– 30 minutes



Observations

Learning outcome 1

Be able to plan and prepare for airbrush make-up application

You can:

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

*May be assessed through oral questioning.

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



Learning outcome 2

Be able to apply airbrush 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 treatment
- d. Use products, tools, equipment and techniques to meet the design plan and to suit client treatment needs, skin types and conditions
- e. Complete the treatment to the satisfaction of the client
- f. Record and evaluate the results of the treatment
- g. Provide suitable aftercare advice

*May be assessed through oral questioning.

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

Range

*You must practically demonstrate that you have:

Used a minimum of 2 types of airbrush make-up	Portfolio reference
Silicone based	
Water based	
Alcohol based	

Used all consultation techniques	Portfolio reference
Questioning	
Visual	
Manual	

Created a minimum of 4 airbrush designs	Portfolio reference
Contouring	
Tattooing	
3D	
High fashion	
Fantasy	
Full face straight make-up	

Covered all areas of airbrush application	Portfolio reference
Face	
Hair	

*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:

Dealt with a minimum of 1 of the necessary actions	Portfolio reference
Encourage the client to seek medical advice	
Explain why the service cannot be carried out	
Modification of the service	

Used all resources	Portfolio reference
Masking tape	
Stencils	
Brushes	

Used all airbrushing techniques	Portfolio reference
Colour fading	
Blending	
Highlighting and shading	
Stencilling	
Masking	
Freehand	
Pulsing	
Back bubbling	
Even colour washing	

*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:**

Given all types of advice/instructions	Portfolio reference
The individual and practitioner's legal rights and responsibilities	
Pre and post-treatment instructions and care	
Restrictions and associated risks – avoidance of activities which may cause contra-actions	
Future service 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*:

- 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.

Achieving the external paper

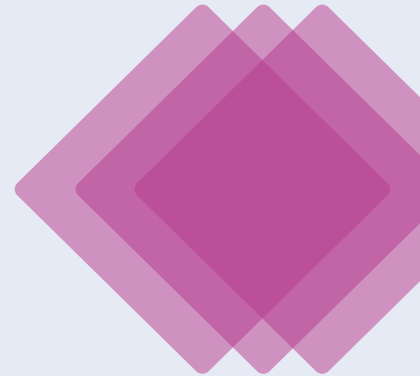
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

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

Paper	Date achieved	Assessor initials
1 of 1		



Knowledge



Learning outcome 1

Be able to plan and prepare for airbrush make-up application

You can:	Portfolio reference/ Assessor initials*
f. Develop airbrush make-up design plans using research material and resources	
g. Explain the importance of preparing and developing airbrush make-up design plans	
h. Describe salon requirements for preparing yourself, the client and work area	
i. Describe the environmental conditions suitable for airbrush make-up treatment	
j. Describe the different consultation techniques used to identify treatment objectives	
k. Explain the importance of carrying out a detailed skin analysis and relevant tests	
l. Describe how to select products, tools and equipment to suit client treatment needs, skin classification, skin type and conditions	
m. Explain the contra-indications that prevent or restrict airbrush make-up treatment	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.

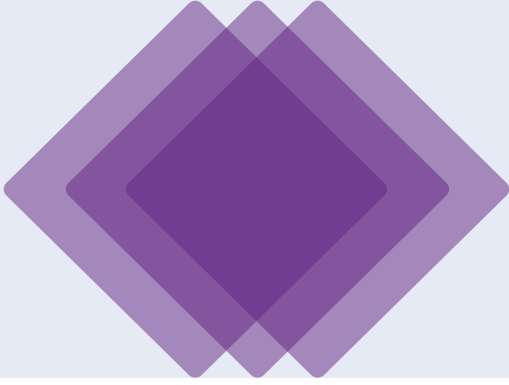


Learning outcome 2

Be able to apply airbrush 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 treatment	
k. Explain the importance of using products, tools, equipment and techniques to meet the design plan and to suit client treatment needs, skin classification, skin type and conditions	
l. Describe how treatment can be adapted to suit client treatment needs	
m. State the contra-actions that may occur during and following treatments and how to respond	
n. Explain the importance of completing the treatment to the satisfaction of the client	
o. Explain the importance of completing treatment records	
p. Describe the methods of evaluating the effectiveness of the treatment	
q. Describe the aftercare advice that should be provided	
r. Describe the different skin classifications, skin types and conditions	
s. Describe the structure and function of the skin	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.



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 plan and prepare for airbrush make-up application

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 – hand-washing, 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/model, 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/model may have, for example, culture, religion, health conditions, working in accordance with current equality legislation.

Electricity at work: Checking/visual check of equipment, no trailing wires, portable appliance testing.

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/model, 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, ventilation for vapour and dust, avoid overexposure to chemicals, correct use of chemicals, follow manufacturer's instructions for 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 lined, closed top bin.

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,

Learning outcome 1: Be able to plan and prepare for airbrush make-up application (continued)

Control of Substances Hazardous to Health (COSHH), Personal Protective Equipment (PPE) Regulations, Electricity at Work Regulations, Workplace (Health, Safety and Welfare) Regulations, 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: Requiring immediate attention, level of responsibility, report, nominated personnel, duty to recognize/deal with hazards.

Risk: 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 and client/model health and safety, safe environment, minimise hazards and risks, requirement of legislation.

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

Equipment: Follow organisational/manufacturer's/supplier's instructions for safe use, only used for intended purpose, usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance, Portable Appliance Testing (PAT) records.

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

Security (people): Staff, clients/models, 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/model, 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 make-up artist's hands before, during and after services.

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 manufacturer's 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 plan and prepare for airbrush make-up application (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 service, 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/model 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 chair/couch and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice, natural or artificial light, time of day, if working outside then protection from direct sunlight, wind and rain, privacy of work area.

Client preparation: Consult with client/model, perform any necessary pre-service tests, provide make-up cape/gown, advise client/model on clothing to remove/keep on, ensure client/model positioned correctly and comfortably, respect privacy and modesty.

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client/model, 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/model's understanding.

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

Clarification – Checking client/model understanding of proposed service and expected outcomes, checking client/model comfort and wellbeing throughout the service.



Learning outcome 1: Be able to plan and prepare for airbrush make-up application (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, contact lenses, general health and wellbeing, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for service, service history, allergies/hypersensitivity, contra-actions, skin sensitivity tests, current skincare regime, service requirements, client preferences and expectations, skin analysis, adaptations and modifications, recommendations, service plan including products, expected outcomes, alternative service options, client/model 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, closed in footwear, no jewellery, no piercings, hair (neatly tied back, fringe secured), 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 practices and procedures, and organisational policies and, procedures and code of conduct, demonstrate integrity, respect, flexibility and adaptability, co-operate with others, value client/model(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/models, 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.

Consultation techniques: Consultation environment (face to face or digital), service requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client/model information reference.

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

Learning outcome 1: Be able to plan and prepare for airbrush make-up application (continued)

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

Explain to client: Application process, compressor air pressure, expected design/image, skin sensitivity test for make-up if necessary.

Skin sensitivity tests: 24-48 hours before service.

Record results of skin sensitivity test: All products tested (and where on the body they are placed), document details in client information records, client signature and date.

Interpret results of skin sensitivity test:

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), 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.

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 service (absolute contra-indications) – skin disorders such as bacterial (impetigo), viral (herpes simplex), fungal (tinea), systemic medical conditions, conjunctivitis, severe skin conditions and eye infections, boils, herpes zoster and warts, parasitic infections (scabies), severe bruising, undiagnosed lumps or swelling.

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 service (relative contra-indications) – respiratory problems, skin allergies, cuts, abrasions, bruising, styes, claustrophobia, facial piercing, minor eczema, minor psoriasis, sunburn.



Learning outcome 2: Be able to apply airbrush make-up

Products, tools and equipment:

Disinfecting fluid, sterilising solution, sanitiser, height adjustable couch/chair, couch cover, couch roll, trolley, stool – adjustable, towels, additional support/props, make-up cape/gown, disposable gloves, tissues, cotton wool, cotton buds, bowls, spatulas, airbrush gun, lead, compressor, cleaners, templates, stencils, eyebrow stencils, make-up brushes, disposable applicators, palette, hair band/protector, disposable face masks, goggles, protective apron, sponges, powder puffs, face wipes, mirror, cleanser, toner, moisturiser, airbrush make-up – silicone/water/alcohol based, warm water (silicone based make-up), selection of colours, powders, concealers, eyeliner pencil/gel/liquid, mascaras, lip pencils, lipstick, lip stains, lip tint, lip gloss, lined waste bin, notebook, pencil, camera, products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service.

Techniques for airbrush make-up:

Check air pressure is set at correct level, techniques for example, corrective, colour corrective, colour fading, blending, highlighting, shading, stencilling, sculpting, masking, concealing, camouflage, freehand, pulsing, back bubbling, even colour washing.

Aqua base – matt finish.

Silicone base – movable until sets.

High definition – bridal/photographic.

Application sequence for airbrush make-up:

Base preparation – cleanse, tone, moisturise, avoid the eyelids, follow manufacturer's instructions, check air pressure is set at correct level, check airflow by spraying onto the back of hand, work 15-25cm/6-10 inches away from the skin, use corrective colours if necessary, release air in circular movements to dry the make-up, choose foundation colour, begin application at the hairline on the forehead, moving the airbrush flow, circular movements releasing a fine mist, build up the coverage, visual check, release air to dry the face, apply blusher to the apple of the cheek and out towards the ear, airbrush to the sides of the forehead, eye socket.

As per design brief:

Apply chosen eye colours (optional)

– white shimmer under the brow bone and onto cheeks, eyebrow stencils, false eyelashes, mascara, eyeliner.

Apply chosen lip colours – lip products as required.

Airbrush make-up techniques: Enhance face shapes, products and tones for different skin types and classification, complementary colour theory, omitting areas of the face, for example, under eyes, eyelashes, ears, nostrils, additional items, for example, net, lace, feathers, gems, gold leaf, silk flowers.

Body airbrushing: Vary pounds per square inch (PSI) according to body part and desired effect, distance of the airbrush from the body and pressure affects coverage and density of colour.

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

Aftercare advice: Post service instructions/recommendations, verbal and written, for immediate aftercare and avoidance of activities that may cause contra-actions or reduce service benefits, expected longevity of make-up, contra-actions and how to deal with them, make-up removal advice, for example, safe removal of any false eyelashes, eye make-up remover on a cotton bud, circular movements from the outer corner of the eye, removal of skin make-up (cleanser, tone, moisturise), products suitable for home care, skincare products, further services and frequency, alternative service/treatment options, retail products.

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, avoid strenuous activities immediately following service.

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 if required.

Possible expected reactions – for example, watery eyes.

Possible unexpected/adverse reactions – for example, excessive erythema, allergic reaction.

Evaluation and client satisfaction:

Monitor client/model wellbeing and skin reaction throughout, review make-up service, visual media evidence, document client reactions and feedback – short and long term effects and benefits, expectations, satisfaction, any reported contra-actions resulting from service, self-reflection/reflective practice, booking of further services, review of ongoing service plan and service/treatment options.

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.



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

Skin analysis:

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

Skin conditions – Congested, dehydrated, fragile, hyper/hypo pigmentation, lack lustre, lax elasticity, mature, photo-aged, photo-sensitive, pustular, sensitised, sensitive, vascular.

Skin classification – Fitzpatrick scale, Lancer scale.

Skin characteristics – For example, broken capillaries, comedones, fine lines, milia, open pores pustules, papules, wrinkles.

Examples of skin diseases and disorders:

Congenital – eczema, psoriasis.

Bacterial – acne vulgaris, acne rosacea, folliculitis, boils (furuncles), carbuncles, impetigo.

Viral – warts, verruca, herpes simplex (HSV), herpes zoster.

Fungal – tinea corporis.

Infestations – scabies, pediculosis capitis.

Hypertrophies – moles, polyps, seborrheic warts, skin tags, keloid scars.

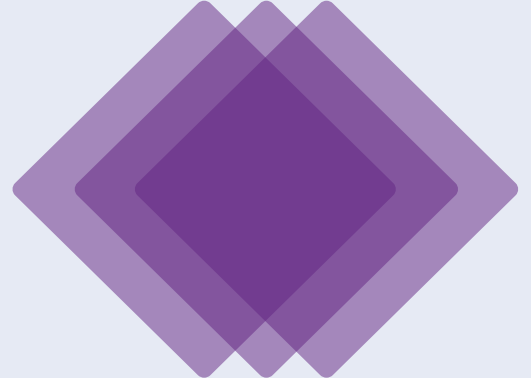
Pigmentation – hyper-pigmentation, hypo-pigmentation, vitiligo, albinism, chloasma, ephelides, lentigo, papilloma, naevi, dermatosis papulosa nigra (DPN), port wine stains, post inflammatory hyperpigmentation (PIH), melasma.

Skin cancers – basal cell carcinoma, squamous cell carcinoma, malignant melanoma.

Others – acne keloidalis nuchae (AKN), cysts, dermatitis, keratosis pilaris, pseudo folliculitis barbae, seborrhoea, urticaria, xanthoma.

Examples of diseases and disorders of the eyes: Conjunctivitis, styes.

Notes



Use this area for notes and diagrams.

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 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 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. There are **two external papers** that must be achieved. The criteria that make up the paper are highlighted throughout 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.

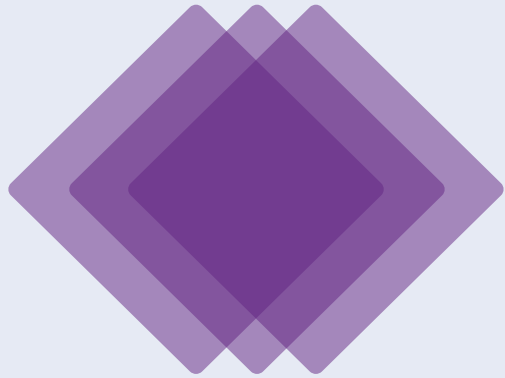
Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

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

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

Range

*You must practically demonstrate that you have:

Used a minimum of 3 camouflage products	Portfolio reference
Camouflage creams	
Camouflage powders	
Setting products	
Skin stains	
Faux tan products	

Used all application tools	Portfolio reference
Brushes	
Fingers	
Sponges	
Velour puffs	

Used all consultation methods	Portfolio reference
Visual	
Manual	
Questioning	
Reference to client records	

*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:

Addressed all camouflage needs	Portfolio reference
Tattoos	
Atrophic scar tissue	
Hypertrophic scar tissue	
Keloid scar tissue	
Hyperpigmentation	
Hypopigmentation	
Erythema	
Bruising	

Dealt with a minimum of 1 of the necessary actions	Portfolio reference
Encouraging the client to seek medical advice	
Explaining why the camouflage cannot be carried out	
Modifying the camouflage application	

Carried out camouflage application on all areas	Portfolio reference
Head	
Body	

*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 all camouflage instructional techniques	Portfolio reference
Skills demonstration	
Verbal explanation	
Use of written instructions	

Given all types of advice/instructions:	Portfolio reference
The individual and practitioner's legal rights and responsibilities	
Pre and post-treatment instructions and care	
Restrictions and associated risks – avoidance of activities which may cause contra-actions	
Future service 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*:

- 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.

Achieving the external paper

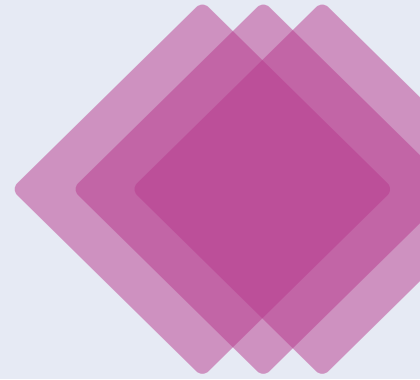
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

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



Learning 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 are assessed in the external paper.

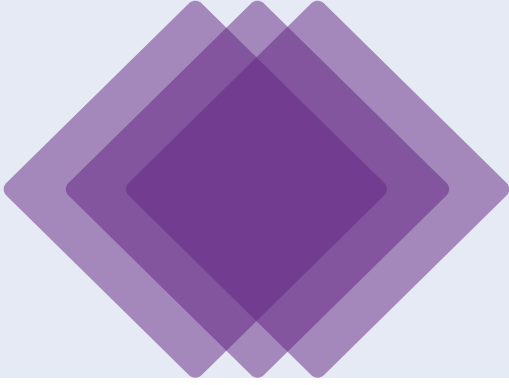


Learning outcome 2

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, characteristics, conditions and tones	

*Assessor initials to be inserted if orally questioned.
Requirements highlighted are assessed in the external paper.



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 to apply camouflage 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 treatment 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 care: Preparing for and performing a treatment 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.

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

Electricity at work: Checking/visual check of equipment, no trailing wires, Portable Appliance Testing (PAT).

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

Reporting of injuries, diseases and dangerous occurrences regulations: Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

Learning outcome 1: Be able to prepare to apply camouflage make-up (continued)

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.

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.

Risk: Determine the level of risk, to reduce a potentially harmful situation, judgement of salon hazards, who, what, level of risk, interpret results, conclusions, record findings, regular reviews.

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.

Liability insurance – employers', public, professional indemnity.

The legal requirements for providing treatments to minors and/or vulnerable clients: Parental/ guardian consent and presence during treatment, insurance.

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

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 treatment, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise own hands before, during and after treatment.

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.

Learning outcome 1: Be able to prepare to apply camouflage make-up (continued)

Towels – wash regularly and efficiently, use fresh towels for every client, place dirty towels in a covered bin.

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.

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.

Camouflage specialists health and wellbeing: Maintain correct posture when performing treatment, 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.

Communication:

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

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 treatment and expected outcomes, checking client's comfort and wellbeing throughout the treatment.



Learning outcome 1: Be able to prepare to apply camouflage 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, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, patch/allergy alert 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 treatment, 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.

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

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Learning outcome 1: Be able to prepare to apply camouflage make-up (continued)

Contra-indications:

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

Examples of contra-indications that may prevent treatment (absolute contra-indications) – contagious skin disorders – bacterial (impetigo), viral (herpes simplex, herpes zoster), fungal (tinea corporis), systemic medical conditions, conjunctivitis, severe skin conditions and eye infections, acne, boils and warts, parasitic infestations (for example, scabies), known allergies, hypersensitive skin, recent operations in area, undiagnosed lumps/pain, positive skin test (allergy alert test), abrasions, open wounds, sutures, rashes.

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

Examples of contra-indications that may restrict treatment (relative contra-indications) – recent scar tissue, minor eczema, minor psoriasis, minor cuts, minor abrasions, minor bruising, hyperkeratosis, skin allergies, styes, facial piercing, watery eyes.

The importance of recognising suspicious skin irregularities and lesions and referral to a relevant healthcare professional.

Treatment objectives: Client needs and suitability, client agreement, realistic outcome, cost, duration and frequency of treatments, further treatments.

Recommendations to client:

Pre-treatment instructions on treatment process, expected physical sensations, expected and unexpected adverse reactions, outcomes, fees and treatment options, adaptations and modifications, commercial products, medical grade products, advise client of skin sensitivity test for make-up (if necessary), post-treatment advice/aftercare, such as lighting effects, natural day light, fluorescent light, incandescent light, flash photography. lifestyle changes to maintain treatment outcomes. Attributes of using camouflage products – waterproof, sunblock.

Aftercare advice:

Avoidance of activities that may cause contra-actions – for example, leaving the make-up on for a prolonged period or not removing effectively.

Home care advice – products suitable for home care, such as effective cleansers, toners and moisturisers for the clients' skin type and characteristics. All aftercare and home care advice should be documented on record card.

Skin sensitivity tests (record results):

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



Learning outcome 1: Be able to prepare to apply camouflage make-up (continued)

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.

Learning outcome 2: Be able to apply camouflage make-up

Origins of skin camouflage make-up: For example: Lydia O’Leary, USA 1928, Joyce Allsworth, 1950’s GB.

Product selection and techniques:

In accordance with client needs and requirements, camouflage purpose, factor being covered – congenital dermatoses, pigment disorders (hyper and hypopigmentation), 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.

Products: Use of cut out method for hygiene, decant products onto make-up palette, use of disposable/single use items, follow manufacturers’ instructions.

- specialised cleansing products
- toner
- specialised moisturiser
- hand sanitiser
- cotton buds/pads
- tissues
- face wipes
- drying powder
- oil free cosmetic make-up range
- camouflage cream
- camouflage powder
- setting products/fixing spray
- skin stain

Equipment: Brushes, disposable applicators, palette, bowls, spatula, tooth picks, sponges, powder puffs, mirror,

magnifying lamp, towels, professional brush cleaner, camera. Lighting – full spectrum fluorescent lamp, white light, incandescent light.

Techniques for camouflage make-up:

Colour correction, shape or features correction, blending, highlighting, shading, sculpting, contouring, using brush, fingers.

Working methods: Ensure the area is clean, dry and oil free, establish an acceptable colour match on the area to be camouflaged, ensure camouflage products are applied to achieve the required density, colour and effect, apply compatible cosmetic and skin care products after the skin camouflage application, to prolong and maintain its effects. Always follow manufacturers’ instructions.

Removal methods: Water in oil cleanser, circular movements working into product, wipe off, moisturise if required.

Aftercare advice: Removal of make-up, water in cleanser, tone, moisturise.

Retail products: Camouflage product ranges, application techniques for home application discussed and demonstrated, advise against leaving products on the skin over 24 hours at a time.

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

In the case of expected reactions – provide immediate post-treatment aftercare and advice for homecare immediately following treatment.



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

In the case of an unexpected/adverse reaction – discontinue treatment, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care if required.

Possible expected reactions – erythema.

Possible unexpected/adverse reactions – pustules, excessive erythema, itching, swelling, rash, burning or stinging, blistering allergic reaction, feeling faint, sweating, vomiting, headache, new or increased depth of existing bruise in the area worked upon.

Evaluation and client satisfaction:

Agree result verbally and in writing through client feedback on record card, client objective, results of treatment, before and after photos, future treatments, record adaptations for next treatment.

Principles of colour:

Primary – red, yellow, blue.

Secondary – mixing primary, green, orange, violet.

Tertiary – mixing primary, secondary colours, blue-green, red-violet, yellow-orange.

Evaluation of the skin:

Skin analysis: Carry out using a magnifying lamp, protect client's eyes, check all areas of the face and neck for skin type, condition and characteristics, record results on record card.

Skin classifications: Fitzpatrick scale, Lancer scale.

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

Skin conditions: Congested, dehydrated, fragile, hyper/hypopigmentation, lack lustre, lax elasticity, mature, photo-aged, photo-sensitive, pustular, sensitised, sensitive, vascular.

Examples of skin characteristics

imperfections: Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles, dark circles.

Skin tones: Cool, light, warm, dark .

Skin:

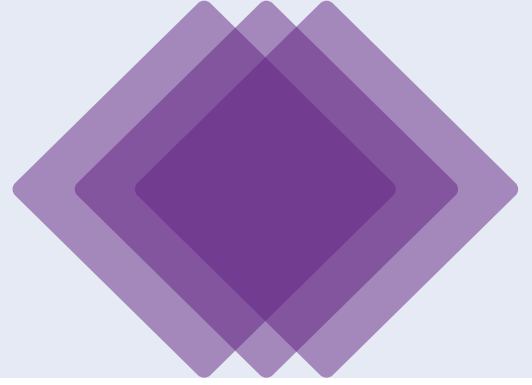
Epidermis – basal cell layer (stratum germinativum), prickle cell layer (stratum spinosum), granular layer (stratum granulosum), clear layer (stratum lucidum), horny layer (stratum corneum).

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.

Notes



Use this area for notes and diagrams.

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.

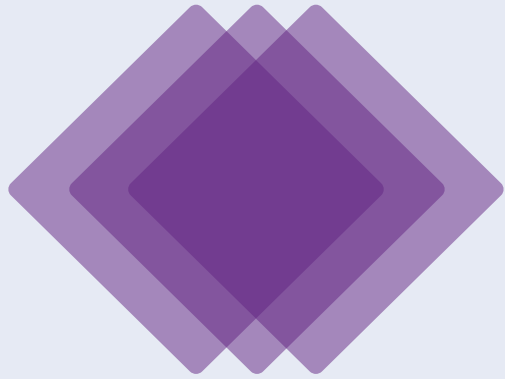
Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

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

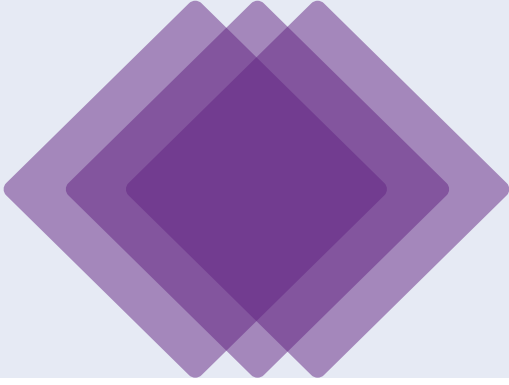
Be able to apply media make-up

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.

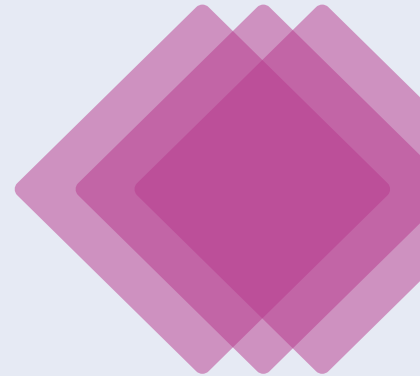
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

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.

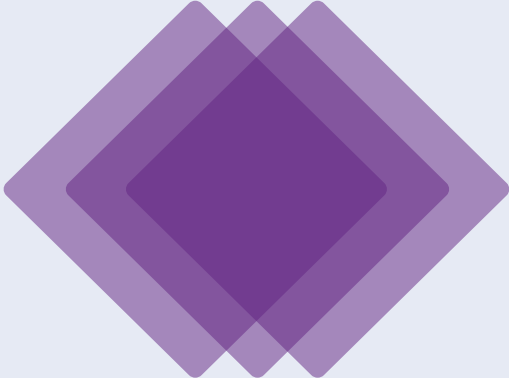


Learning outcome 2

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 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, 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.

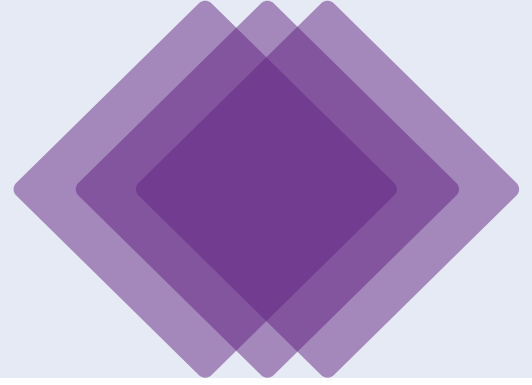
Possible unexpected/adverse reactions – skin reaction, allergy, allergic reaction to products.

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.

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



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 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 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. There is **one external paper** that must be achieved. The criteria that make up the paper are highlighted throughout 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.

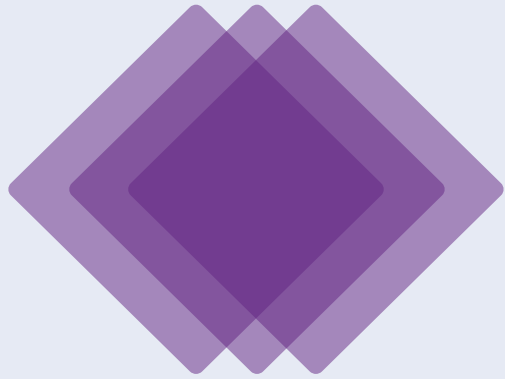
Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

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



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

Range

*You must practically demonstrate that you have:

Produced looks for all types of activities	Portfolio reference
Photographic – black and white	
Photographic – colour	
Fashion shows	

Created all looks	Portfolio reference
Period	
Fantasy	
High fashion	
Catwalk	
Bridal	
Commercial	

Addressed all resource needs	Portfolio reference
Tools and equipment	
Products	
Time	
People	

*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:**

Involved a minimum of 2 relevant people	Portfolio reference
Photographer	
Art director	
Make-up designer	
Hair designer	
Clients	
Artistes	
Stylists	
Nail technician	

Used all 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	

*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:**

Considered all additional media	Portfolio reference
Accessories	
Clothes	
Hair	
Nails	

Provided all types of advice/instructions	Portfolio reference
The individual and practitioner's legal rights and responsibilities	
Pre and post-treatment instructions and care	
Restrictions and associated risks – avoidance of activities which may cause contra-actions	
Future service 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*:

- 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.

Achieving the external paper

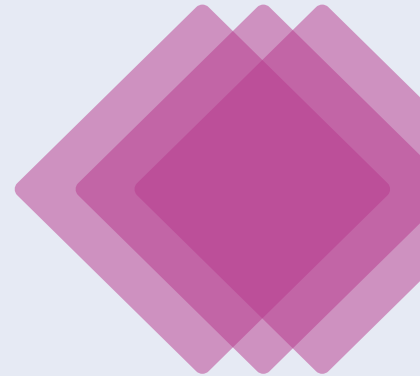
The external paper will test your knowledge of the criteria highlighted. A **pass mark of 70%** must be achieved.

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

Paper	Date achieved	Assessor initials
1 of 1		



Knowledge



Learning 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 are assessed in the external paper.



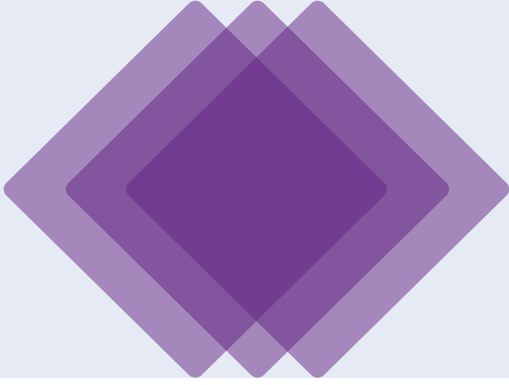
Learning outcome 2

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 are assessed in the external paper.



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 fashion and photographic 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 treatment 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.

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

Electricity at work: Checking/visual check of equipment, no trailing wires, portable appliance testing.

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

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.

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

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.

Risk: Determine the level of risk, to reduce a potentially harmful situation, judgement of salon hazards, who, what, level of risk, interpret results, conclusions, record findings, regular reviews.

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.

Liability insurance: Employer's, public, professional indemnity.

Equipment: Only used for intended purpose, safe usage, handling, storage, cleaning, lifting, visual checks, worn, faulty, repairs, maintenance, Portable Appliance Testing (PAT), 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).

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 treatment, no smoking/vaping, maintain personal hygiene, replace loose lids (uncapped bottles and pots) sanitise therapist's hands before, during and after treatment.

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

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

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 fashion and photographic 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 treatment, 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.

Communication:

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

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 treatment and expected outcomes, checking client's comfort and wellbeing throughout the treatment.



Learning outcome 1: Be able to prepare for the application of fashion and photographic 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, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, patch/allergy alert tests, current skincare regime, treatment requirements, client preferences and expectations, skin analysis, adaptations and modifications, recommendations, service plan including products, expected outcomes, alternative treatment options, 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

Client preparation: Consult with client in advance if a brief is to be researched and met, remember the client is not always the model. Perform any necessary pre-treatment tests on the model, provide modesty robe/gown, advise model on clothing to remove/keep on, maintain models comfort, privacy and modesty. Position correctly.

Research techniques: Design planning. 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.

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

Consultation techniques: Consultation environment (face to face or digital), explain client requirements to model, client satisfaction, client expectations. Provide aftercare, gain informed consent and signatures for image release, visual, manual, questioning, listen, client information reference.

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

Examples of contra-indications that may prevent treatment (absolute contra-indications) – Contagious skin disorders – bacterial (impetigo), viral (herpes simplex, herpes zoster), fungal (tinea corporis), systemic medical conditions, conjunctivitis, severe skin conditions and eye infections, acne, boils and warts, parasitic infestations (for example, scabies), known allergies, hypersensitive skin, recent operations in area, undiagnosed lumps/pain, positive skin test (allergy alert test), abrasions, open wounds, sutures, rashes.

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

Examples of contra-indications that may restrict treatment (relative contra-indications) – Recent scar tissue, minor eczema, minor psoriasis, minor cuts, minor abrasions, minor bruising, hyperkeratosis, skin allergies, styes, facial piercing, watery eyes.

The importance of recognising suspicious skin irregularities and lesions and referral to a relevant healthcare professional.

Treatment objectives: Client needs and suitability, client agreement, realistic outcome, 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.

Recommendations to client: Pre-treatment instructions on treatment process, expected physical sensations, expected and unexpected adverse reactions, outcomes, fees and options, adaptations and modifications, advise client of skin sensitivity test for make-up (if necessary), post-service advice/aftercare, such as lighting effects, natural day light, fluorescent light, incandescent light, flash photography.



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

Aftercare advice:

Avoidance of activities that may cause contra-actions – for example, leaving the make-up on for a prolonged period or not removing effectively.

Home care advice: products suitable for home care, such as effective cleansers, toners and moisturisers for the models' skin type and characteristics. All aftercare and home care advice should be documented on record card.

Skin sensitivity/allergy alert test (record results): Accurately record all products and site of patch test on record card, obtain client signature and date.

Skin sensitivity/allergy alert test (interpret results):

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

Negative – no change to skin.

Carrying out patch/allergy alert 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/allergy alert test: Follow manufacturers' instructions to prevent allergic reaction – if not carried out invalidation of insurance policy.

Learning outcome 2: Be able to apply fashion and photographic make-up

Products for application of fashion and photographic make-up:

- cleanser
- moisturiser
- toner
- primer
- hand sanitiser
- cotton buds/pads
- tissues
- face wipes
- spirit gum

Equipment for fashion and photographic make-up: Brushes, disposable applicators, palette, spatula, face mask, protective apron, sponges, powder puffs, eyelash curlers, mirror, towels, professional brush cleaner, notebook, pencil, camera.

Techniques for fashion and photographic make-up: Corrective, colour corrective, blending, highlighting, shading, sculpting, contouring, concealing, placing adornments.

Application sequence for fashion and photographic make-up:

- foundation (SPF, oil based, water based, mineral based, medicated/anti-blemish foundations)
- tinted moisturiser
- colour corrector
- setting powder (banana, translucent, colourless, high definition)
- bronzing product
- concealer creams
- brightening cream
- cream and powder highlighters
- cream and powder shades
- blush (cream and powder)
- eyebrow products (pomade, pencil, powder, gels)
- eye shadow (cream, powder, pigment, glitters)
- eye liner (liquid, gel, kohl pencil)
- mascara (waterproof, non-waterproof, fibre building)
- lip products (exfoliator, colours, gloss, liner, stain)

Corrective techniques: Highlighting, shading, colour correction, face shape, eye shape, lip shape, brow definition.

Selection of individual or strip eyelashes: (if required) Select eyelashes and adhesive in accordance with client needs and requirements (for example, strip eyelash length, density, style, and colour).



Learning outcome 2: Be able to apply fashion and photographic make-up (continued)

Selection of adornments: Select identified adornments to accentuate the image created, for example, glitter, gems, stencils, feathers.

Evaluation and client satisfaction: Agree result verbally and written through client feedback on project brief documents, client objective, results of application, before and after photos, models signature on treatment card, record adaptations and stored in line with GDPR.

Aftercare advice: Post-treatment instructions/recommendations, verbal and written, for immediate aftercare, avoidance of activities that may cause contra-actions, for example, heat treatments, touching the skin, contra-actions and how to deal with them, suitable skin care regime and home treatments, make-up removal techniques, false eyelash removal techniques, make-up reapplication techniques.

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

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

In the case of expected reactions – provide immediate post-treatment after care and advice for homecare, for example increase water intake, use of hypo-allergenic products.

In the case of unexpected/adverse reactions – discontinue treatment, take remedial action, record unexpected/adverse reaction, advise on homecare and how to access remedial medical care if required.

Possible expected reactions – erythema

Possible unexpected/adverse reactions – pustules, redness, itching, swelling, rash, burning or stinging, blistering allergic reaction, feeling faint, sweating, vomiting, headache, bruising on the area worked.

Evaluation and client satisfaction: Agree result verbally and written through client feedback on project plan, model record card, client objective, results of service, before and after photos, future treatments, record adaptations for next treatment.

Evaluation of the skin:

Skin analysis: Carry out using a magnifying lamp, protect client's eyes, check all areas of the face and neck for skin type, condition and characteristics, record results on record card.

Skin classifications: Fitzpatrick scale, Lancer scale

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

Skin conditions: Congested, dehydrated, fragile, hyper/hypo pigmentation, lack lustre, lax elasticity, mature, photo-aged, photo-sensitive, pustular, sensitised, sensitive, vascular.

Learning outcome 2: Be able to apply fashion and photographic make-up (continued)

Examples of skin characteristics: Broken capillaries, pustules, papules, milia, comedones, open pores, fine lines and wrinkles, dark circles.

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.

Skin tones: Cool, light, warm, dark.

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.

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.

UV30436

Style and fit postiche

The aim of this unit is to develop your skills to an advanced level in fitting, styling and dressing various types of postiche.

You will analyse the hair skin and scalp, identify the type of hairstyle to be worn, choose the correct type of postiche, incorporate the postiche into your hair design, use a form of ornamentation and advise your client on cleaning and maintenance.

Throughout this process you will ensure you maintain an effective level of health, safety and hygienic procedures whilst you work.

Level

3

Credit value

7

GLH

60

Observation(s)

2

External paper(s)

0



Style and fit postiche

Learning outcomes

On completion of this unit you will:

1. Be able to prepare and fit different types of postiche
2. Be able to style a postiche

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.

The client requirements for practical observations within this unit are not gender specific.

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 and fit different types of postiche

You can:

- a. Prepare yourself, the client and work area for styling and fitting the postiche
- b. Use suitable consultation techniques to identify service objectives
- c. Provide clear recommendations to the client
- d. Select products, tools and equipment to suit service objectives
- e. Clean and condition the postiche*
- f. Fit and adjust the postiche

*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

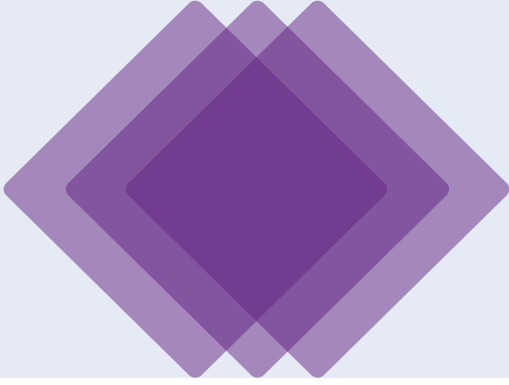
Be able to style a postiche

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 service
- d. Use products, tools, equipment and techniques to set and style the postiche to suit client and service objectives
- e. 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:

Considered all influencing factors	Portfolio reference
Desired finished result	
Haircut	
Hair length	
Hair classifications	
Hair characteristics	
Hair colour	
Degree of curl	
Head and face shape and features	

Used a minimum of 2 types of postiche	Portfolio reference
Wig	
Toupee (hairpiece/hair system)	
Hairpiece	
Weft	

Used all products, tools and equipment	Portfolio reference
Styling products	
Electrical appliance	
Adhesive tape	
Pins and grips	
Ornamentation	
Finishing products	

*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 all styling techniques to produce a finished result	Portfolio reference
Setting	
Blow-drying	
Hair up	

Provided all types of advice	Portfolio reference
Cleaning and maintenance	
Suitable products for use at home	
Maintenance of the postiche	

*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.

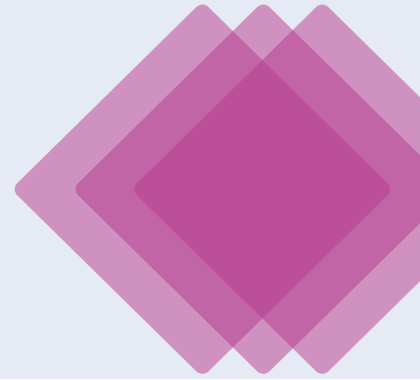
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

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 and fit different types of postiche

You can:	Portfolio reference/ Assessor initials*
g. Describe the requirements for preparing yourself, the client and work area	
h. Describe the environmental conditions suitable for styling and fitting a postiche	
i. Describe the different consultation techniques used to identify service objectives	
j. Describe how to select products, tools and equipment to suit service objectives	

*Assessor initials to be inserted if orally questioned.

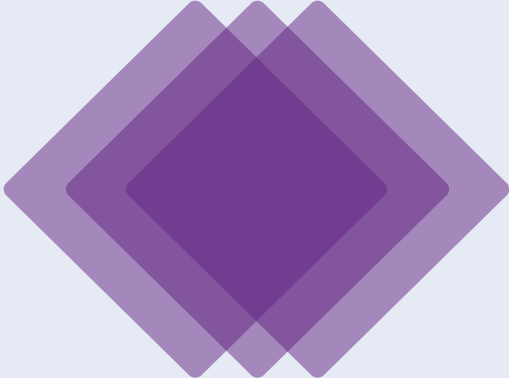


Learning outcome 2

Be able to style a postiche

You can:	Portfolio reference/ Assessor initials*
f. Explain how to communicate and behave in a professional manner	
g. Describe health and safety working practices	
h. Explain the importance of positioning yourself and the client correctly throughout the service	
i. Explain the importance of using products, tools, equipment and techniques to meet service objectives	
j. Explain the importance of completing service records	
k. Describe the methods of evaluating the effectiveness of the service	
l. Describe the techniques used for styling and dressing a postiche	
m. Explain the importance of using finishing products when styling a postiche	
n. Explain the importance of controlling and securing long hair effectively	
o. Explain the importance of considering tension in hair up styles	
p. Explain the effects of incorrect use of heat on a postiche	
q. State the purposes of backcombing and back brushing when dressing a postiche	
r. Describe the methods used to secure ornamentation in hair-up styles	

*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 and fit different types of postiche

Professional appearance: Clean professional uniform, unobtrusive jewellery or piercings, hair clean and styled, 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 (appropriate in length, clean, in good condition and maintained).

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.

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 chair and trolley, effective, ergonomic positioning of necessary products, tools and equipment to allow for ease of access, movement and safe practice.

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 the 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.

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 clients and employees, water conservation, environmental waste management.

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

Learning outcome 1: Be able to prepare and fit different types of postiche (continued)

Consultation techniques: Consultation environment (face to face or digital), client requirements, client satisfaction, client expectations and aftercare, informed consent and signatures, visual, manual, questioning, listen, client information reference.

Questioning – open, closed, probing.

Language – appropriate level for client, use of technical /non-technical language.

Client expectations/needs – listen, clarify, advise, plan.

History of hair – previous service/ treatments.

Advice – what will work, what will not work.

State of hair – non-chemically treated hair, partially chemically treated hair, chemically treated hair

Hair condition – dry, oily, normal (balanced), elasticity (strength of hair), porosity (damage to cuticle layer, the ability to absorb moisture).

Haircut/style – uniform layer, one length, short graduation, long graduation, fringe.

Hair curl classification – can be referred to as Type 1-4.

1. Straight
2. Wavy
3. Curly
4. Tight curls
5. Combination (more than one individual hair classification is identified).

Hair characteristics – hair density (sparse, medium, abundant), hair texture (fine, medium, coarse), hair elasticity (weak, normal, strong), hair porosity (porous, non-porous), hair growth patterns (cowlick, widow's peak, nape whorl, double crown).

Face shapes – oval, round, square, oblong, heart, pear.

Head size – large, medium, small.

Lifestyle – job, family, financial, hobbies, time.

Skin tone – warm, cool.

Skin classification – Fitzpatrick scale.

Temperature – body heat, salon temperature, added heat.

Test results – expected outcomes, positive, caution, negative.

Length – short, medium, long.

Head size – large, medium, small.

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 service (absolute contra-indications)

– contagious hair and skin disorders – bacterial (impetigo, folliculitis, sycosis barbae), viral (herpes simplex, herpes zoster), fungal (tinea capitis), animal parasites (pediculosis capitis, scabies).

Learning outcome 1: Be able to prepare and fit different types of postiche (continued)

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 service (relative contra-indications) – cancer, product allergies, pregnancy. Skin and scalp conditions – psoriasis, eczema, dandruff, seborrhoea, sebaceous cyst, acne, uneven skin surface, broken skin, androgenic alopecia (male and female pattern baldness), cicatricial alopecia, alopecia totalis, traction alopecia, alopecia areata. Hair conditions – fragilitas crinium, trichorrhexis nodosa, monilethrix.

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 increase water intake, avoid perfumed products, wait 48 hours before washing hair, reduce heat on styling equipment.

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 – redness of the skin, scalp sensitivity.

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

Assessing the potential of the hair:

Clarify the condition of hair, previous chemical services, benefit to client, identify influencing factors, test hair, compatible with client's lifestyle, review findings, what will work and what will not, draw conclusions, create a plan.

Recommendations to client: Pre-service instructions on service/treatment process, expected physical sensations, expected and adverse reactions/contra-actions, outcomes, further service/treatment and fees, adaptations and modifications, post-service advice/aftercare.

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:

Chair – adjustable, trolley, cutting chair/stool – adjustable, gown, towels, waterproof cape, a waste bin with a lid and a liner. Products, tools and equipment for cleaning, disinfection, sanitisation, sterilisation as appropriate to service.

Tools and equipment used for styling postiche:

Avoid damage to the foundation and knots, stop distortion, avoid damage to synthetic wigs/postiches (hairdryer would melt it), produce the right results.



Learning outcome 1: Be able to prepare and fit different types of postiche (continued)

Products used for styling a postiche: Use manufacturers' instructions for product use on wigs/postiches and hairpieces, by using the wrong product can make the hair look matted and lank or have no effect, avoid product build-up.

Natural hair – cleaning fluids, neutralising rinse, styling lotions/gels, mousse, setting lotion, hair spray, dressing cream.

Synthetic hair – only use shampoo and water to clean hair, wax, serum or shine spray can be used.

Environmental conditions suitable for styling a fitting a postiche: Avoid humidity (mist, steam, condensation, rain), style will be lost, attachment method may fail (toupee tape will not stick), excessive sunlight will alter hair colour of postiche.

How to clean a postiche:

Natural hair – to clean, ventilated room or use ventilated drying cabinet, professional wig/postiche shampoo decant in a bowl, turn wig/postiche inside out, place in bowl, allow fluid to penetrate hair, draw through fluid roots to points, continue until dust/dirt has been removed, remove from the fluid, place on towel, squeeze out excess moisture, hang by nape, allow fluid to evaporate, when completely dry fix to a malleable block and style.

Synthetic hair – to clean, prepare bowl of warm soapy water, turn the wig/postiche inside out, place wig/postiche in bowl, allow water to penetrate, squeeze gently to remove dirt, clean water and rinse, gently squeeze moisture out, allow to dry naturally, attach to a malleable block and brush as desired.

Fit and adjust a postiche:

Attaching a wig/postiche – prepare the client's natural hair appropriately (hair wrap(s)/scalp plaits/anchor points/wig cap), hold the centre front, using finger and thumb, place on forehead hairline, gently ease the wig/postiche backwards, over the crown towards nape, ease protruding hair under wig/postiche using a tail comb, ensure that the fit is good, adjust the tension elastic.

Attaching a toupee (hairpiece/hair system) – check for cuts/ abrasions, cleanse scalp using surgical spirit, remove grease/build-up of adhesive or adhesive tape, cut lengths of adhesive tape to the correct size, paint toupee (hairpiece/hair system) gum/spirit onto the tape, place the toupee (hairpiece/hair system) carefully on the head, press firmly to ensure good adhesion, dress/style/cut the toupee (hairpiece/hair system).

Attaching wired weft/hairpiece – make a large pin curl with slightly backcombed hair, attach weft, use combs/grips/or existing hair.

Environmental conditions suitable for styling and fitting a postiche: Natural hair is hygroscopic – ability to absorb moisture from atmosphere. The effect of moisture on styled hair (on head or wig/postiche) is the style will not last. Moisture can also affect tape/adhesive used to attach hairpieces.

Learning outcome 1: Be able to prepare and fit different types of postiche (continued)

Moisture types – rain, mist, fog, steam, perspiration.

Contact with moisture – temporary hydrogen bonds break, will return to natural state (alpha keratin), effects durability of set or blow dry.

Service objectives: Replacement of own hair, add density, add length, add colour, add texture, day wear, special occasion (wedding, prom etc.), hair up, combination of up and down, curly, straight, current style, trend setting, Avant guard, fantasy, creating an image – film, theatre, television, photo shoot, show.

The range of styles: Plait (on/off scalp), twists, braids, weave, knots, chignon, pleat, rolls, barrel curls, ringlets, smooth blow-dry, curly blow-dry, scrunch-dry, tonging, crimping, straightening, pin curls, finger waves, wet/dry setting, incorporating a postiche.

How to select styling and finishing products: Used on natural hair, use manufacturers' instructions for use on synthetic hair, prior to styling, give hold, volume, body, shine, lustre, reduces frizz and static, smooths and straightens, provides a protective barrier, prevents moisture penetrating hair, aids longevity of style.

Styling protects:

Gel – apply wet hair, wet look, ideal for spiky textured styles, finger waves.

Mousse – apply wet hair, shake can, dispense small ball into hand, distribute through hair, used for curly hair, add body, pre-blow-dry.

Setting lotions – apply to wet hair, direct from bottle, comb through, used for hold for wet setting.

Blow-dry lotions – apply to wet hair, spray/distribute direct from bottle, adds body, protects hair from heat/humidity.

Moisturiser/oils – used on dry hair, Afro-textured hair, conditioning, adds moisture, adds shine, dispense and distribute evenly from container.

Heat protectors – prior to the use of all electrical equipment, coats hair, protective layer, gives shine/definition.

Finishing products:

Sprays – protect face, hold can away from face, fine mist, holds style.

Dressing creams – apply to palms and distribute evenly through lengths of hair, flattens hair, neatens style.

Oils – apply to palms and distribute evenly, dry, coarse hair, makes hair more pliable, look better condition, stops tangling.

Wax – apply with palms or finger tips, defines style, spikes/texture, flicks.

Gel – apply with finger tips, defines spikes/texture.

Moisturisers – apply to palms and distribute evenly, dry, coarse hair, makes hair more pliable, look better condition, reduces tangling.



Learning outcome 1: Be able to prepare and fit different types of postiche (continued)

How to select tools and equipment and the effects achieved:

Round brushes (various diameters) – gives curl (smaller diameter – tighter curl), body, movement, volume.

Flat brushes – paddle, gives a smooth, straight finish. Dressing hair, smooths, give shine, good for fine hair.

Vent brush – produces a soft causal broken-up effect, ideal on short hair.

Dressing comb – backcomb/tease the hair into style, used for all dressing techniques.

Straightening irons/hot comb – smoothes/flattens the cuticles, straightens hair.

Curling tongs/wand/straightening irons – various sizes, produces lift, waves, curl.

Hairdryer – removes moisture from the hair.

Diffuser – diffuses the flow of air, allowing hair to dry naturally, increases natural curl, adds volume, movement, body.

Heated rollers – used on dry hair, various sizes of rollers, lift, curl, bounce.

Rollers with pins – set curl, body/movement, lasts longer than blow dry.

Hood dryer – dry hair set on rollers/pin curled/ finger waved/wrap set.

Wig drying cabinet/postiche oven – dry wig.

Bendy rollers – used on long hair, spiral effect curls.

Velcro rollers – gives body, curl, movement, volume, bounce, doesn't last long.

Pin curl clips – types of pin curls (flat, coil, barrel curls), movement, curl, volume.

Crimpers – fine crimp effect.

Hot brush – gives body, curl, movement, volume, bounce, doesn't last long, soft curls, flicks.

Non-conventional items – rik rak (spiral curls), rags (soft curls), chopsticks, straws, (zig zag effect) bendy foam rollers (soft curls), pre-formed plastic items (avantgarde effect).

Learning outcome 2: Be able to style a postiche

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.

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.

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.

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

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.



Learning outcome 2: Be able to style a postiche (continued)

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

Electricity at work: Visual check of equipment, no trailing wires, portable appliance testing.

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

Reporting of injuries, diseases and dangerous occurrences: Accident book, reporting diseases, local byelaws, code of conduct, risk assessment.

Control of substances hazardous to health: Store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturers' instructions for use.

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

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

Product storage: Check end date/ packaging, store away from heat/damp/ direct sunlight, empties, avoid theft.

Hairdresser 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.

Client: Position to achieve accurate service, comfort and minimise fatigue and injury, sat upright, back straight and supported, two feet flat on floor, legs uncrossed, avoid getting clothing wet, avoid excess pressure on the neck (backwash/basin, front wash basins) provide with a towel to prevent products entering eyes.

How to style wigs to suit your clients:

Postiche/wig/toupee (hairpiece/hair system)/weft is pinned to a malleable block for styling, hair gently dampened using a comb and jug (do not spray).

Natural hair – cohesive setting, produces curls/waves, pinching irons will produce waves, blow drying can create body, curl, smooth, straight.

Learning outcome 2: Be able to style a postiche (continued)

Synthetic hair – has no styling options wash and leave to dry.

Evaluate results of the service: Body language, facial expressions, verbal/written feedback, surveys/questionnaires, repeat booking, recommendation.

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, medical history, contra indications, sport/hobbies, recent activities, service history, allergies/hypersensitivity, test results, service requirements, recommendations, service plan including products, expected outcomes, alternative service options, 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).

Provide suitable aftercare advice: Important part of service, avoid technical language, maintain eye contact, suggest/advise/recommend, provide information, how to safely remove postiche directly attached to the skin, apply spirit gum remover to the edges of the lace, work around the edges until postiche can be gently eased off, clean area with spirit gum remover, clean the postiche with acetone/adhesive remover, pin to a malleable block, restyle.

Maintenance – frequency of visit, regular services, minimise chemical treatments, correct use of electrical equipment, product use and demonstration.

Product information and use – demonstration, relevant literature/leaflet.

Cleaning – after 12-15 wears synthetic or natural hair.

Scalp – allow scalp to breathe when indoors, do not wear the wig/toupee/ hair system continuously.

Styling tips – techniques, tools, electrical appliance settings.

Life span of wig/postiche – approximately 9 months.

Synthetic hair – avoid high heat, wash regularly, mild shampoo, place on malleable block, restyle.

Natural hair – style like human hair, will need colouring two to three times a year, wash in cold water, place on malleable block, restyle.

The importance of securing long hair: To ensure style longevity, client comfort, stop breakage or dragging of hair, to avoid trichorrhhexis nodosa.

The importance of considering tension in hair up styles: Consistent tension ensures optimum results, smooth finish, even shape, client comfort, avoid traction alopecia.



Learning outcome 2: Be able to style a postiche (continued)

Incorrect application of heat on a postiche:

Synthetic hair – will catch fire, will frizz, may melt, distort or go out of shape.

Natural hair – dry out, burn, singe, breakage, colour will fade over time.

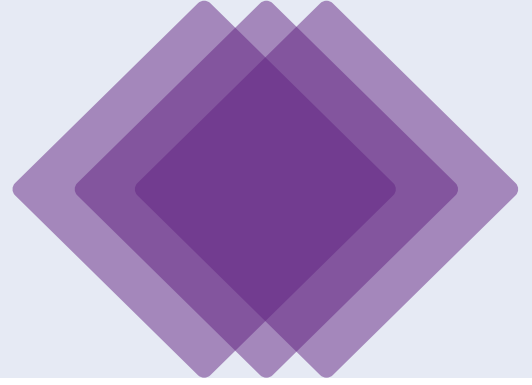
Backcombing and backbrushing when dressing hair – to create lift and volume, an even shape, to create balance/definition, base to secure pins, teases and blends hair together.

Backcombing – comb through section of hair, holds tips taut in one hand, comb section downwards from points to roots, use dressing comb, firm matting achieved, can cause damage to hair.

Backbrushing – brush through section of hair, holds tips taut in one hand, brush section downwards from points to roots, use brush- creates less volume, ideal for long hair, less damaging to hair.

Methods used to secure ornamentation in the hair: Use existing hair – backcomb or create a pad of hair as base to pin into, hair combs, pins, kirby grips, headbands, elastic bands, sew into hair.

Notes



Use this area for notes and diagrams.

UV30558

Apply prosthetic pieces and bald caps

Through this unit you will learn about applying, blending and colouring small prosthetic pieces such as ears, noses, chins and bald caps. You will also learn about the safe removal of prosthetics, as well as storage and cleaning methods.

Level

3

Credit value

6

GLH

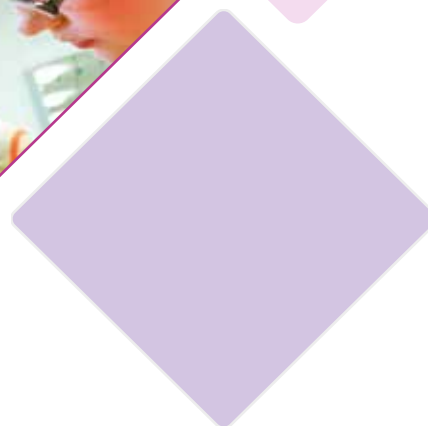
40

Observation(s)

2

External paper(s)

0



Apply prosthetic pieces and bald caps



Learning outcomes

On completion of this unit you will:

1. Be able to prepare for the application of small prosthetic pieces and bald caps
2. Be able to apply small prosthetic pieces and bald caps
3. Be able to maintain records, and store and clean prosthetics and equipment
4. Understand the requirements of a design brief
5. Understand procedures for the safe application and removal of prosthetics

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.

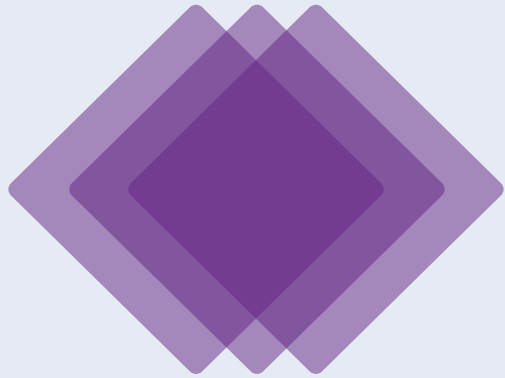
Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

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 small prosthetic pieces and bald caps

You can:

- a. Agree the design brief requirements
- b. Prepare the skin and hair for prosthetic application
- c. Perform skin tests and take action in the event of an adverse reaction
- d. Check for known skin allergies and compatibility of cosmetic ingredients, and adhesives
- e. Position the performer correctly to achieve desired effect and minimise discomfort
- f. Communicate professionally and explain the application stages to the performer

*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 small prosthetic pieces and bald caps

You can:

- a. Apply adhesives using correct application techniques to ensure durability and mobility
- b. Select the appropriate block release agents, sealers and adhesive removers
- c. Apply prosthetics to meet design briefs
- d. Apply the correct make-up to the prosthetic to meet the design brief
- e. Apply prosthetics to meet the requirements of the production schedule
- f. Apply and remove prosthetics using techniques to minimise discomfort to the performer

*May be assessed through oral questioning.

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

Learning outcome 3

Be able to maintain records, and store and clean prosthetics and equipment

You can:

- a. Store prosthetics correctly
- b. Maintain records of the formula, procedure and process for future replication
- c. Use appropriate materials and techniques to clean tools and equipment

*May be assessed through oral questioning.

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

Range

*You must practically demonstrate that you have:

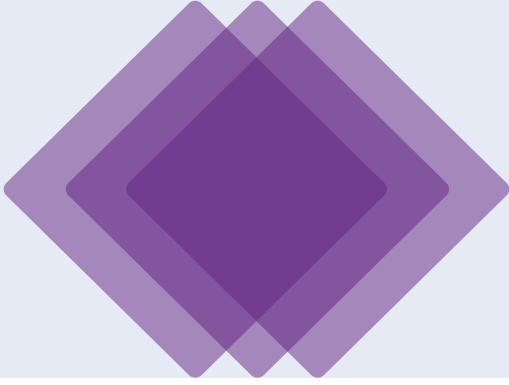
Used all sources to identify client requirements	Portfolio reference
Mood board	
Media references	
Sample designs	

Used all types of prosthetic	Portfolio reference
Bald cap	
Nose	
Chin	
Ears	

Used all techniques	Portfolio reference
Application	
Blending	
Colouring	
Removal	

Provided all types of advice	Portfolio reference
Activities to avoid which may prevent possible contra-actions	
The individual and practitioner's legal rights and responsibilities	
Pre and post-treatment instructions and care	
Restrictions and associated risks – avoidance of activities which may cause contra-actions	
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.



Notes

Use this area for notes and diagrams.

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.

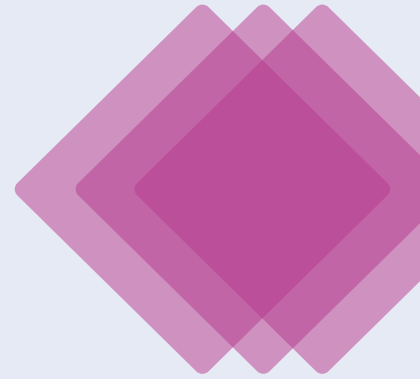
When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

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 4

Understand the requirements of a design brief

You can:	Portfolio reference/ Assessor initials*
a. Identify the features and characteristics of the required prosthetics for the performers' roles	
b. Describe the importance of time management and working within a budget	

*Assessor initials to be inserted if orally questioned.

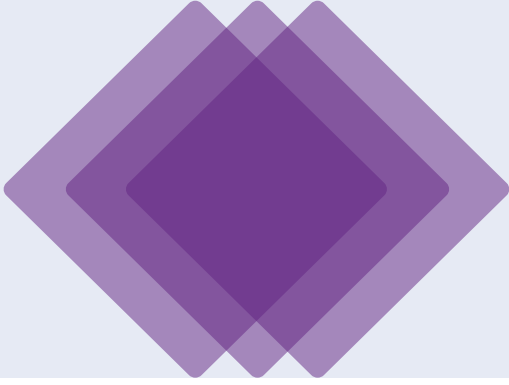


Learning outcome 5

Understand procedures for safe application and removal of prosthetics

You can:	Portfolio reference/ Assessor initials*
a. Explain safe and hygienic working practices	
b. Describe possible adverse skin reactions to products and cosmetic ingredients	
c. Explain the known contra-indications that can prevent or restrict the application of prosthetics	
d. Describe the appropriate action to take in the event of an adverse skin reaction	
e. Describe the importance of safe storage of chemicals, solvents and flammable materials	
f. Describe the importance of the correct disposal of materials used in the application and removal of prosthetics	

*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 small prosthetic pieces and bald caps (continued)

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

Identify design requirements: Make 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, sculpture, statues, cartoon characters, tattoo designs, colours that co-ordinate well. 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.

Consultation techniques: Client/performer requirements for design of prosthetic pieces and bald caps, planning, use of mood board, pictorial research, face designs, body designs, sketches, photographs of test designs, question, listen, check for known skin allergies, explain casting process and what to do in case of an emergency or panic attack.

Treatment objectives: Apply small prosthetic pieces and bald caps, agree product choice, 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/performer needs, suitability, duration, cost, required resources, additional props, accessories, products to complete the design plan, adaptability.

Communication:

Verbal – speaking manner and tone, professional, supportive, respectful, sensitive to client/performer, 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/performer's understanding.

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

Learning outcome 1: Be able to prepare for the application of small prosthetic pieces and bald caps (continued)

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

Preparation of the performer: Consult with performer/client/performer, perform any necessary pre-service tests, provide modesty robe/gown, advise client/performer on clothing to remove/keep on, protect clothing, remove contact lenses, remove jewellery, maintain client/performer comfort, privacy and modesty, client/performer positioned correctly.

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, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, skin sensitivity tests, current skincare regime, treatment requirements, client/performer preferences and expectations, body and skin analysis, adaptations and modifications, recommendations, treatment plan including products, expected outcomes, alternative treatment options, client/performer 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/performer(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/performers, colleagues and competitors, avoid gossip, take pride in work, maintain punctuality, uphold employer and client/performer loyalty, work within limits of own authority and competence, engage in and document Continuous Professional Development (CPD) to maintain best practice.

Recommendations to client/performer: Explain the process, solvents, latex, gelatine, plaster, clay, alginate, expected design/image, skin sensitivity test for solvents and make-up if necessary.

Learning outcome 1: Be able to prepare for the application of small prosthetic pieces and bald caps (continued)

Skin sensitivity tests: 24-48 hours before treatment.

Skin sensitivity tests (record results):

All products used, location of patch test, results of skin sensitivity test, client/performer signature and date.

Skin sensitivity tests (interpret results):

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

Negative – no change to skin

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

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

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) – severe skin conditions, skin disorders or diseases, eye infections, conjunctivitis, bacterial infections, infestations, head lice, inflammation or swelling of the skin, undiagnosed lumps, eye diseases or disorders, allergies to products, positive patch test, hypersensitive skin, severe bruising, broken skin, unhealed wounds, cuts and abrasions.

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 eczema, minor psoriasis, minor inflammation of the skin, facial piercing, cold sores.



Learning outcome 2: Be able to apply small prosthetic pieces and bald caps

Application and removal of prosthetic pieces and bald caps:

Application products /materials – spirit gum, special effects adhesive, latex, powder.

Removal products/materials – spirit gum remover, special effects adhesive remover, make-up remover, matrix remover, warm water, cotton buds, alcohol products.

Examples of equipment and tools used for the application and removal of prosthetic pieces and bald caps: Powder puff, modelling tools, spatulas, brushes, bowls, cotton wool, cotton buds, scissors, combs, hairbrush, pins, gel, notebook, pencil, camera.

Application of small prosthetic piece: Adhesive, 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.

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

Application of bald cap: Cleanse and dry the performer's forehead and hairline, protect hair line with barrier cream, apply adhesive to the performer's forehead and inside bald cap, position bald cap, smooth out wrinkles and air bubbles, trim edges of bald cap, reapply adhesive to edges to prevent lifting, blend edges.

Removal of bald cap: Small brush dipped in adhesive remover, apply to the edges of the bald cap and lift with one hand, continue to work the brush to loosen the bald cap.

Examples of products and techniques for blending and colouring prosthetic pieces and bald caps:

Blending – witch hazel, special effects adhesive, acetone, isopropyl alcohol.

Colouring – sealer, camouflage make-up, grease paints, airbrush make-up, powder.

Techniques – airbrushing, stippling, brush techniques, shading, highlighting.

Aftercare advice: Remove any latex using a mineral oil to loosen the edges, remove any spirit gum with remover, provide shower gel, shampoo, conditioner, cleanser, toner, moisturiser, body cream and fresh towels.

Expected reactions, unexpected/adverse reactions: Establish if it is an expected reaction or an unexpected/adverse reaction.

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

In the case of an unexpected/adverse reaction – discontinue treatment, take remedial action, record adverse reaction/ contra-action, advise on homecare and how to access remedial medical care if required.

Possible expected reactions – erythema

Possible unexpected/adverse reactions – allergic reaction, sensitivity or burning sensation, redness, itching, rash, swelling, stinging, blistering

Learning outcome 3: Be able to maintain records, and store and clean prosthetics and equipment

Storage of prosthetics: Out of the air and light, air-tight storage bag or other air-tight container.

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, diet and fluid intake, sleep patterns, stress levels, sport/hobbies, recent activities, reason for treatment, treatment history, allergies/hypersensitivity, contra-actions, skin sensitivity tests, current skincare regime, treatment requirements, client preferences and expectations, body and skin analysis, adaptations and modifications, recommendations, treatment plan including products, expected outcomes, alternative treatment options, 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).

Clean tools and equipment: Matrix remover, warm water, cotton buds, alcohol products.