

# VTCT Level 2 Certificate in Cosmetic Make-up and Beauty Consultancy

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Accreditation start date: **1 August 2010**  
Credit value: **19**  
Total Qualification Time (TQT): **190**  
Guided learning hours (GLH): **153**  
Qualification number: **500/8970/5**

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## 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				
UV20483				
UV20453				
UV20437				
UV20438				
Optional units	Please insert optional units achieved			

# The qualification

## Introduction

The VTCT Level 2 Certificate in Cosmetic Make-up and Beauty Consultancy is a qualification that has been specifically designed to develop your practical skills in; how to applying make-up, instruction on make-up application.

To further enhance your practical skills you will have the opportunity to choose from the following practical units; provide eyelash and eyebrow treatments, how to promote products and services to clients in a salon or how to display retail stock to promote sales in the salon.

Underpinning this qualification you will develop a sound knowledge of health and safety practice in a salon environment, how to promote client care and communication in beauty related industries. You will also develop an underpinning knowledge and understanding of the practical skills learned throughout this qualification.

The purpose of this qualification is to develop your skills in beauty therapy to a high level of occupational ability, to enable you to perform your own salon services.

## Prerequisite

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

## National Occupational Standards (NOS)

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

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



## Progression

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

- Level 2 NVQ Diploma in Beauty Therapy General
- Level 2 NVQ Diploma in Beauty Therapy Make-up
- Level 3 NVQ Diploma in Beauty Therapy General
- Level 3 NVQ Diploma in Beauty Therapy Make-up

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

- Level 2 Award in the Art of Photographic Make-up
- Level 2 Award in Shaping and Colouring Eyebrows

# Qualification structure

## Total credits required - 19 (minimum)

All mandatory units must be completed.

### Mandatory units - 15 credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV20483	R/600/8763	Follow health and safety practice in the salon	3	22
UV20453	A/601/4458	Client care and communication in beauty-related industries	2	20
UV20437	J/601/4222	Apply make-up	5	41
UV20438	L/601/4223	Instruction on make-up application	5	34

### Optional units - 4 (minimum) credits

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV20490	J/600/8761	Display stock to promote sales in a salon	3	24
UV20492	T/600/8769	Promote products and services to clients in a salon	3	28
UV20419	F/601/3554	Provide eyelash and brow treatments	4	36

# Guidance on assessment

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

## Internal assessment

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

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

## External assessment

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

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

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

## Assessment explained

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

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

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

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



## Creating a portfolio of evidence

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

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

Evidence in the portfolio may take the following forms:

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

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

# Unit assessment methods

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

Mandatory units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20483	Follow health and safety practice in the salon	1	✓	✓
UV20453	Client care and communication in beauty-related industries	0	✓	✓
UV20437	Apply make-up	2	✓	✓
UV20438	Instruction on make-up application	0	✓	✓

Optional units				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Assignment(s)
UV20490	Display stock to promote sales in a salon	0	✓	✓
UV20492	Promote products and services to clients in a salon	0	✓	✓
UV20419	Provide eyelash and brow treatments	1	✓	✓

# Unit glossary

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



# UV20483

## Follow health and safety practice in the salon

The aim of this unit is to increase your understanding of health and safety and its importance in the salon in which you work.

You will develop the ability to carry out a simple risk analysis, recognise a hazard, responsibly deal with the hazards you have found and follow safe and hygienic working practices.

You will also need to be able to locate fire fighting equipment, first aid resources and have an awareness of fire, emergency and evacuation procedures.

This unit applies to hairdressing, beauty therapy, nail and barbering salons and spas.

Level

**2**

Credit value

**3**

GLH

**22**

Observation(s)

**3**

External paper(s)

**1**



# Follow health and safety practice in the salon

## Learning outcomes

On completion of this unit you will:

1. Be able to maintain health, safety and security practices
2. Be able to follow emergency procedures

## Evidence requirements

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

# Achieving observations and range

## Achieving observation outcomes

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

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

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

## Maximum service times

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

## Achieving range

There are no range statements that apply to this unit.



# Observations

## Outcome 1

### Be able to maintain health, safety and security practices

You can:

- a. Conduct yourself in the workplace to meet with health and safety practices and salon policy
- b. Deal with hazards within your own area of responsibility following salon policy
- c. Maintain a level of personal presentation, hygiene and conduct to meet with legal and salon requirements
- d. Follow salon policy for security
- e. Make sure tools, equipment, materials, and work areas meet hygiene requirements
- f. Use required personal protective equipment
- g. Position yourself and the client safely
- h. Handle, use, and store products, materials, tools, and equipment safely to meet with manufacturer's instructions
- i. Dispose of all types of salon waste safely and to meet with legal and salon requirements

*\* May be assessed through oral questioning.*

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



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## Outcome 2

### Be able to follow emergency procedures

You can:

- a. Follow emergency procedures
- b. Follow accident reporting procedures which meet with salon policy
- c. Locate fire fighting equipment

\*May be assessed through oral questioning.

Observation	1	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:

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

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

## Achieving the external paper

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

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

Paper	Date achieved	Assessor initials
1 of 1		

# Knowledge



## Outcome 1

### Be able to maintain health, safety and security practices

You can:	Portfolio reference / Assessor initials*
j. Explain the difference between legislation, codes of practice and workplace policies	
k. Outline the main provisions of health and safety legislation	
l. State the employer's and employee's health and safety responsibilities	
m. State the difference between a 'hazard' and a 'risk'	
n. Describe hazards that may occur in a salon	
o. State the hazards which need to be referred	
p. State the purpose of personal protective equipment used in a salon during different services	
q. State the importance of personal presentation, hygiene, and conduct in maintaining health and safety in the salon	
r. State the importance of maintaining the security of belongings	
s. Outline the principles of hygiene and infection control	
t. Describe the methods used in the salon to ensure hygiene	
u. Describe the effectiveness and limitations of different infection control techniques	
v. Describe how to dispose of different types of salon waste	

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.





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## Outcome 2

### Be able to follow emergency procedures

You can:	Portfolio reference / Assessor initials*
d. Identify named emergency personnel	
e. Describe procedures for dealing with emergencies	
f. Outline the correct use of fire fighting equipment for different types of fire	
g. State the dangers of the incorrect use of fire fighting equipment on different types of fires	
h. State the importance for reporting and recording accidents	
i. Describe the procedure for reporting and recording accidents	

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

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

# Unit content



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

## Outcome 1: Be able to maintain health, safety and security practices

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

**Salon hazards:** Require immediate action – refer to job description, level of responsibility, report, duty to recognise/deal with hazards, training on dealing with hazards, deal with hazards without endangering self/others, if in doubt call for assistance, nominated personnel, duty to recognise/deal with hazards.

**Environmental** – wet/slippery floor, cluttered passage/corridors, rearrange furniture, blocked passageway/entrance/exit.

**Equipment** – broken, worn, faulty, incorrect use.

**Chemicals** – leaking, damaged packaging.

**Security (cash)** – unattended reception/till, money in transit, cash left in till overnight.

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

**Hygiene** – poor personal cleanliness, lack of regular washing of uniform, equipment (dirty, not sterilised, cross-infection, cross-contamination between clients).

**Salon policy for security:**

**Cash** – staff training, point of sale, regular banking, in transit.

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

**Belongings** – client to retain personal belongings where possible, empty pockets prior to hanging coat, staff belongings to remain in staff room, avoid personal items in salon.

**Security breaches** – inform salon owner/head of school, review records (stock levels/control, monitor takings, inventory of equipment, manual and computerised records), take statements, eye witness accounts, review findings, call in police, notify data protection registry/clients of breach, maintain confidentiality, could result in loss of employment.

**Use of tools and equipment:** Comply with legislation, health and safety, electricity at work, portable appliance testing, reporting of injuries and dangerous diseases, manual handling, visual checks, only use for intended purpose, no trailing wires, manufacturer's instructions, fit for purpose.

**Maintenance of tools and equipment:** Equipment and tools cleaned, washed, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces), heat or chemical methods, visual check, remove and label broken tools and equipment, store correctly.



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## Outcome 1: Be able to maintain health, safety and security practices (continued)

**Preparation of work area:** Work station/ bed/chair/trolley, equipment cleaned, appropriate sterilisation (barbicide, autoclave, UV, sterilising spray), complete destruction of all living organisms on tools and equipment, disinfection (remove contamination from hard surfaces, large work areas, floors and work surfaces), heat or chemical methods, bactericides, fungicides, viricides, full access around work area, safe professional presentation tools and equipment, visual check on large/ small equipment, portable appliance tested, bed/seat/basin (select height).

### How to follow safe and hygienic working practices:

**Maintaining a safe salon** – all staff to adhere to salon policies, clean, tidy, safe standards of working, remove spillages, report slippery surfaces, remove/report obstacles, clear access to work stations/beds/trolleys and equipment, clean/sterilise/disinfect tools, equipment and work surfaces, risk assessment, no smoking, eating, drinking or drugs in salon, professional personal hygiene.

**Personal protective equipment** – avoid latex, powdered gloves, apron, protective glasses.

**Electricity at work** – visual check of equipment, no trailing wires, portable appliance testing.

**Manual handling** – moving stock safely, lifting, working heights, unpacking.

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

**Reporting of injuries diseases and dangerous occurrences** – accident book, reporting diseases, log accidents.

**Control of substances hazardous to health** – store, handle, use, disposal, replace lids, ventilation for vapour and dust, avoid over exposure to chemicals, use manufacturer's instructions for use.

**Disposal of waste** – sharps box, closed top bin, dilute chemicals with running water, environmental protection, salon policies for hazardous waste, single use items, recycle empties.

### Behave professionally in a salon

**environment:** Follow health and safety practices and procedures, follow salon code of conduct, respect and co-operate with others (team work – be sympathetic, fair, not aggressive), avoid gossip, value client(s), use appropriate language, maintain confidentiality, uphold a polite, cheerful and friendly manner (friendly facial expressions, open body language, positive attitude), eye contact, sensible behaviour, take pride in work, be punctual, employer and client loyalty.

**How to maintain personal presentation and hygiene:** Clothes/uniform (washed/ ironed daily), hair (clean, healthy, manageable, off face), personal hygiene (shower daily, clean teeth, fresh breath deodorant, avoid overpowering perfume/ aftershave), workable length clean nails (hair), short clean nails (beauty), minimal jewellery/no jewellery, light fresh make-up, comfortable clean shoes, wash hands between clients, cover cuts and wounds with plaster, wear personal protective equipment.

**Risk:** The likelihood of a hazard happening, risk assessment, determine the level of risk, preventative measures, reduce



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## Outcome 1: Be able to maintain health, safety and security practices (continued)

a potentially harmful situation, judgement of salon hazards, who/what/level of risk, interpret results, conclusions, record findings, regular reviews.

### Position yourself and the client appropriately:

**Stylist/therapist/nail technician** – position self safely, when you sit or stand ensure good posture (straight back, stand upright, even weight distribution, maintain balance, remain relaxed, don't overstretch), poor posture will result in fatigue, uneven service, back/shoulder injury.

**Client** – seated/laid comfortably (adjust height of chair, adjust back rest of bed), if seated keep feet flat on floor, legs uncrossed, back supported, regular comfort breaks.

### The difference between health and safety legislation, regulations and code of conduct:

**Legislation and regulations** – government lead, implemented, monitored.

**Code of practice and policies** – salon lead, implemented, monitored.

**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, employer's liability (compulsory insurance), occupier's liability, local by-laws (set by council), salon rules, code of conduct, observance by all staff.

**Employer responsibility for safety of staff/employees/clients:** Hold current/valid liability insurance, display health and safety rules covering staff/employees/clients/fire evacuation, provide regular training, accurate record keeping, monitoring, consult experts.



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## Outcome 2: Be able to follow emergency procedures

### Emergency procedures:

**Accidents** – call ambulance, internal emergency number, nominated first aider, records.

**First aid** – call nominated first aider, emergency internal number, ensure accurate records.

**First aid equipment** – first aid box(es), list of equipment, general advice leaflet, various sized dressings, eye pad, eye bath, triangular bandages, safety pins, antiseptic cream, medical wipes, sterile gloves, sterile water, cotton wool.

**Fire evacuation** – nominated assembly point, fire wardens, regular simulation.

**Incidents** – call security, emergency internal number, emergency external numbers 999 (UK) or 112 (EU).

**Position of fire fighting equipment** – induction process.

**How to use fire fighting equipment** – designated personnel, initial/ongoing training.

**Records and documentation** – initial/ongoing training, up-to-date, accurate.

**Safety drills** – induction process, initial/ongoing training person, regular simulation.

**Personnel responsible for safety** – nominated health and safety officer (internal/external).

**Fire fighting equipment:** Location, extinguishers (water, foam, powder, CO<sub>2</sub> gas), sand bucket, fire blanket, alarm.

### Incorrect use of fire fighting equipment:

Fire could deteriorate/uncontrollable, injury to personnel, damage to belongings/property.

# Notes

Use this area for notes and diagrams



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# UV20453

## Client care and communication in beauty-related industries

This unit is about client care and communication in beauty-related industries. You will develop your communication skills to deal with consultations, complaints, client comfort and all forms of client care. You will develop a client-centred approach to all your treatments.



Level

**2**

Credit value

**2**

GLH

**20**

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 with clients
2. Be able to provide client care

## Evidence requirements

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

# Achieving observations and range

## Achieving observation outcomes

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

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

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

## Maximum service times

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

## Achieving range

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

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



# Observations

## Outcome 1

### Be able to communicate with clients

You can:

- a. Use effective communication techniques
- b. Use client consultation techniques to identify treatment objectives
- c. Provide the client with clear advice and recommendations

*\* May be assessed through oral questioning.*

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



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## Outcome 2

### Be able to provide client care

You can:

- a. Maintain client confidentiality in accordance with legislation
- b. Gain feedback from clients on client care
- c. Respond to feedback in a constructive way
- d. Refer client complaints to the relevant person
- e. Assist in client complaints being resolved

\*May be assessed through oral questioning.

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



# Range

\*You must practically demonstrate that you have:

<b>Provided client care to <b>all</b> clients</b>	<b>Portfolio reference</b>
New	
Regular	
<b>Identified client objectives using <b>all</b> consultation techniques</b>	<b>Portfolio reference</b>
Questioning	
Visual	
Manual	
<b>Used <b>all</b> types of communication</b>	<b>Portfolio reference</b>
Verbal	
Non-verbal	
<b>Dealt with <b>all</b> types of client care</b>	<b>Portfolio reference</b>
Dealing with complaints	
Advice and recommendations	
Client comfort	

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

# Developing knowledge

## Achieving knowledge outcomes

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

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

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

# Knowledge



## Outcome 1

### Be able to communicate with clients

You can:	Portfolio reference / Assessor initials*
d. Outline different forms of communication used to deal with clients	
e. Describe how to use consultation techniques to identify treatment objectives	
f. State the importance of using effective communication to identify client needs and expectations	
g. Describe the term 'personal space'	
h. State the importance of providing the client with clear advice and recommendations	

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

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



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## Outcome 2

### Be able to provide client care

You can:	Portfolio reference / Assessor initials*
f. Describe client confidentiality in line with data protection legislation	
g. Explain the importance of communication techniques to support retail opportunities	
h. State the importance of client feedback and responding constructively	
i. Outline how to refer and assist in client complaints	

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

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



# Unit content



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

## Outcome 1: Be able to communicate with clients

### Communication techniques:

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

**Non-verbal** – eye contact, body language, listening, visual checks, manual, questioning techniques, professional, client care.

**Consultation techniques:** Client expectations, client suitability, client needs, consultation form, record card, verbal/non-verbal communication methods, client desired outcome, client satisfaction.

**Client recommendations:** Treatment advice, aftercare and home care advice, future treatment needs, retail recommendations, prevent contra-actions, improve results, maintain treatment longer, client care, client satisfaction, client expectations, profits (link sales), insurance reasons, completion of consultation process, returning clients, new business.

**Professional ethical conduct:** Positive attitude, client relations, confidentiality, respect for colleagues and competitors, avoid gossip, pride in work, punctuality, employer and client loyalty.



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## Outcome 2: Be able to provide client care

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

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

### **Communication:**

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

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

**Client confidentiality:** Data protection, storage and use of sensitive information, type of information client access to records, record cards, method of destroying sensitive data, authorised persons, time limit of storage of data.

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

**Client care feedback:** Client consultation form, comments box, verbal and non-verbal methods, target setting, relate to feedback, professional manner, polite, courteous, personal development, improves client satisfaction, effects on business atmosphere, career development, effect on employees, team work.

**Client complaints:** Professional manner, polite, courteous, good client care, referral person senior therapist, senior receptionist or manager, resolve situation and assist, good communication techniques, good eye

contact, deal with situation calmly, methods of recording complaints.

**Retail opportunities:** Completion of consultation, linking of retail/sales, selling products and other services.

# UV20437

## Apply make-up

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

Level

**2**

Credit value

**5**

GLH

**41**

Observation(s)

**3**

External paper(s)

**2**



# Apply make-up

## Learning outcomes

On completion of this unit you will:

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

## Evidence requirements

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

# Achieving observations and range

## Achieving observation outcomes

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

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

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

## 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:

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



# Observations

## Outcome 1

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

You can:

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

*\* May be assessed through oral questioning.*

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



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## Outcome 2

### Be able to apply make-up

You can:

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

*\*May be assessed through oral questioning.*

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





# Range

\*You must practically demonstrate that you have:

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

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



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

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

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

# Developing knowledge

## Achieving knowledge outcomes

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

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

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

## Achieving the external paper

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

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

Paper	Date achieved	Assessor initials
1 of 2		
2 of 2		

# Knowledge



## Outcome 1

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

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

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

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



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## Outcome 2

### Be able to apply make-up

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

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.



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## Outcome 2 (continued)

### Be able to apply make-up

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

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

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

# Unit content



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

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

### **Management of health and safety**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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





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

### Hygiene:

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

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

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

### Therapist posture and deportment:

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

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

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

### Communication:

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

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

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

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

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





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

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

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

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

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

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

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

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

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

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

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

**Skin characteristics:**

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Aftercare advice:**

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

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

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

**Skin:**

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



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

horny layer (stratum corneum).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Lifestyle factors that affect skin:**

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

# Notes

Use this area for notes and diagrams



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# UV20438

## Instruction on make-up application

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

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

Level

**2**

Credit value

**5**

GLH

**34**

Observation(s)

**3**

External paper(s)

**0**

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# Instruction on make-up application

## Learning outcomes

On completion of this unit you will:

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

## Evidence requirements

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

# Achieving observations and range

## Achieving observation outcomes

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

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

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

## 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:

Make-up lesson	75 minutes
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# Observations

## Outcome 1

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

You can:

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

*\* May be assessed through oral questioning.*

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



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## Outcome 2

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

You can:

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

\*May be assessed through oral questioning.

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



# Range

\*You must practically demonstrate that you have:

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

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



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

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

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

# Developing knowledge

## Achieving knowledge outcomes

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

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

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

# Knowledge



## Outcome 1

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

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

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

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



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## Outcome 2

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

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

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

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



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## Outcome 2 (continued)

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

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

\*Assessor initials to be inserted if orally questioned.

Requirements highlighted in white are assessed in the external paper.



# Unit content



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

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

### Management of health and safety

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

### Hygiene:

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

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

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

### Therapist posture and deportment:

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

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

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

### Communication:

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

**Skin characteristics:**

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Aftercare advice:**

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

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

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





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

be discussed and demonstrated.

### Skin:

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

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

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

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

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

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

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

### Bones of the head neck and shoulders:

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

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

### Lifestyle factors that affect skin:

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

# Notes

Use this area for notes and diagrams



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