

UBT209M

Instruct on make-up application

Unit reference number: J/615/0740

Level: 2

Guided Learning (GL) hours: 30

Overview

On completion of this unit learners will be able to provide a personalised make-up product selection and application lesson to clients from a variety of different age groups and skin types to help them to use the products correctly.

Learners will be able to educate and instruct the client on the application of the correct make-up products, tools and equipment to suit a variety of clients' needs during the make-up lesson.

Learning outcomes

On completion of this unit, learners will:

LO1 Know the business requirements when instructing on a make-up application

LO2 Know how to instruct on make-up applications

LO3 Be able to prepare for instructing on a make-up application

LO4 Be able to instruct on a make-up application

Assessment requirements

Learners must complete **all** four assessment requirements related to this unit:

1. Service portfolio
2. Graded practical assessment
3. External examination
4. Graded synoptic assessment

1. Service portfolio

Learners must produce a service portfolio. The service portfolio must contain evidence the learners have:

- Used all equipment and tools
 - Mirror with a stand
 - Consultation sheets, face and product prescription chart
 - Bowls
 - Sponges
 - Cotton wool
 - Cotton buds
 - Tissues
 - Hair band
 - Gown/wrap to protect the clients clothing
 - Make-up tools and equipment, e.g. a selection of brushes, disposable applicators, spatulas. Make-up palette and foundation wedges
 - Sharpener for eye and lip liner pencils
 - Brush cleanser
 - Make-up sanitiser
- Used all appropriate skin care products
 - Cleanser
 - Toner
 - Moisturiser
- Used all appropriate make-up products
 - Eye make-up remover
 - Pre-base products (mattifying, light reflective, anti-ageing)
 - Colour corrective products (lilac, green, orange)
 - Foundations (cream, liquid, mousse, gel, compacts, cakes, light-reflecting, all-in-one, mineral, matt)
 - Tinted moisturisers
 - Concealers
 - Face powders (loose, compact, mineral, light-reflecting, shimmer)
 - Bronzing products
 - Shaders
 - Highlighters
 - Cheek products (cream, powder, liquid tints, mineral-based)
 - Eyebrow products (pencils, powders, gels)
 - Eyeshadows
 - Eyeliner products (liquid, gel, kohl pencil, pencil, cake)

- Mascara (waterproof and non-waterproof)
- Lip liner
- Lipstick
- Lip gloss
- Fixing product
- Used all analysis to cover
 - Skin type – combination, oily, dry
 - Skin characteristics
 - Skin conditions – mature, dehydrated, sensitive
 - Age
 - Client's needs
- Covered all ages
 - Late teens to twenties
 - 30-50
 - 50+
- Covered all skin types
 - Oily
 - Normal
 - Dry
- Given all types of instruction
 - Minimal make-up look
 - Natural make-up look
 - Intense make-up look
 - Special occasion make-up, e.g. bride
- Given all types of advice
 - Recommendations for products to use at home
 - Aftercare including removal
 - Possible contra-actions
 - Additional products and services

The service portfolio must be completed prior to learners undertaking the graded practical skills test. Whilst service portfolios will not be graded, they may be sampled by the VTCT External Quality Assurer (EQA).

Evidence from the graded practical assessment must also be presented in the service portfolio.

2. Graded practical assessment

Learners must carry out a complete service which will be observed, marked and graded by centre assessors. The grade achieved in the graded practical assessment will be the grade awarded for the unit.

The graded practical assessment must take place in a real or realistic working environment on a real client. At a minimum the graded practical assessment for this unit must cover:

- Service – one full instruction on make-up product application completed as part of the consultation process. Recommended instruction on make-up product application to include skin analysis 60 minutes maximum
- Resources – consultation, face chart and product prescription chart, mirror with a stand, bowl of water, sponges, hair band, gown and a selection of appropriate professional skin care and make-up products, tools and equipment to suit the client. Skin care products – cleanser, toner, moisturiser make-up products – eye make-up remover, pre-base products (mattifying, light reflective, anti-ageing), colour corrective products (lilac, green, orange) foundations (cream, liquid, mousse, gel, compacts, cakes, light-reflecting, all-in-one, mineral, matt), tinted moisturisers, concealers, face powders (loose, compact, mineral, light-reflecting, shimmer), bronzing products, shaders, highlighters, cheek products (cream, powder, liquid tints, mineral-based), eyebrow products (pencils, powders, gels), eyeshadows, eyeliner products (liquid, gel, kohl pencil, pencil, cake), mascara (waterproof and non-waterproof) lip liner, lipstick, lip gloss, fixing product
- Techniques – (at a minimum to include) base, blending and concealing, contouring, eye, cheek and lip products application

Recorded professional discussion can also be used as an assessment method attached to the graded practical assessment and is particularly useful for gathering evidence for criteria related to evaluation and reflection. Professional discussions should be planned and recorded.

3. External examination

Whilst the theory content of LO1 and LO2 may be naturally assessed in the graded practical assessment, it will be tested by an external examination towards the end of the period of learning.

External examinations will test knowledge and understanding from across the whole vocational area (mandatory units). Learners should use the unit content section of this unit to aid revision since exam questions will test the full breadth of this section.

External examinations will be set and marked by VTCT and will contribute to the overall qualification grade.

4. Graded synoptic assessment

In the last term or final third of their qualification, learners will be required to undertake a graded synoptic assessment. This will require learners to carry out a range of services from across the whole vocational area (mandatory units). Assessment coverage will vary year on year, although all services will be covered over time.

VTCT will set a brief for centres which will detail the services to be covered in the graded synoptic assessment. Grading descriptors for the synoptic assessment will also be provided by VTCT.

The graded synoptic assessment will be marked and graded by centre staff and externally verified by VTCT.

The graded synoptic assessment will contribute to the overall qualification grade.

Unit content

LO1 Know the business requirements when instructing on make-up application

Learners must know how to set up the work area:

- Prepare the work area to allow for
 - Ease of access and free movement around the couch/chair
 - Effective lighting
 - Hygienic set up of chair, couch and trolley
 - Selection of products and equipment to meet the needs of the client
- Ensure a safe working environment
 - Clean and hygienic work area
 - The use of a suitable sterilisation and sanitisation for equipment
 - Effective positioning of couch, trolley and stool to allow ergonomic and safe practice

Learners must know how professional beauty consultants present themselves:

- Clean professional uniforms create a positive impression of the beauty consultant and the salon. Uniforms should be made from a comfortable fabric to facilitate the stretching involved in the service
- Beauty consultants should wear closed-in footwear, no jewellery, no piercings, hair neatly tied back, and any fringe secured, nails well-manicured, short and free of varnish, a well applied day make-up
- Personal hygiene and cleanliness including showering, covering cuts and abrasions, wearing deodorant or antiperspirant, oral hygiene, including clean teeth, fresh breath, are all important elements of professional presentation

Learners must know the business requirements for record keeping:

- Accurate appointment systems, stationery, loyalty, rewards, acknowledgement of occasions
- How to establish and record clear information that is accurate and in logical order, how to refer to existing records
- Skin sensitivity tests, adaptations and modifications, recommendations
- Service planning and how to update records at the end of the service, update at each visit, maintained electronically, paper records

Learners must know the importance, purpose and methods of patch tests:

- A patch test is designed to alert the therapist to any pre-disposed skin sensitivity on the client's behalf. Any active, new or known ingredient that can potentially produce a reaction is usually patch tested 24-48 hours before treatment. All patch tests provided need to be noted and recorded, listing all products, where patch test took place on the body and, if appropriate, client signature and date
- Patch testing would include all active or new products to be used within the service such as the foundation and general products. Client records need to be updated with results. Conducted to ascertain suitability of products and sensitivity of the client
- Patch test application techniques
 - Cleanse area (either crook of elbow or behind ear)
 - Apply product to the area with a brush
 - Allow to dry
 - Leave on for a minimum of 24 hours
 - Explain positive and negative reactions

- Remove excess product
- Record results on record card, including products used and where placed

Learners must know how to interpret results of the patch test:

- Positive – red, itchy, irritated, swelling, sore
- Negative – no change to skin

Learners must know the correct procedure to take when a contra-action occurs:

- An allergic reaction to eye products – the client may experience sensitivity or a burning sensation. Remove all products immediately apply a cold compress, if make-up has entered the eye use an eye bath to flush the eye, record the information on the client's record card; seek medical advice if symptoms persist
- An allergic reaction to skin make-up products – the client may experience redness, itching, swelling, rash, burning or stinging, blistering. Remove all make-up or skin products immediately with suitable remover, clean the area with cool water, apply a cool compress, record the information on their record card, and seek medical advice if symptoms persist. Recommend hypo-allergenic products

Learners must know the insurance requirements for the delivery of treatments:

- As a minimum a business should hold, where applicable, employers' insurance as well as public liability insurance and professional indemnity

Learners must know the legal requirements for providing treatments to minors:

- The age at which an individual is classed as a minor and how this differs nationally

LO2 Know how to instruct on make-up applications

Learners must be able to identify the reasons for carrying out a skin analysis on a client before starting to instruct on a make-up application:

- Consultation is the process for gaining information about the client to assist the beauty consultant in developing knowledge of the individual
- The skin analysis is a tool used to reaffirm the information gathered during a consultation, to assist in more accurately identifying skin types, indications for and contra-indication to treatment. Analysis helps identify the general and specific skin conditions, along with the correct products to use and treatment to perform

Learners must be able to identify the different skin types:

- Normal – even balance of oil and water secretions, skin is soft, supple and elastic, no imperfections and pores are small with even colour, efficient skin renewal, usually found on very young skins
- Dry – matt and uneven texture, lacking in oil/sebum, flaky and dull, often lacking in moisture, feels tight, lacks suppleness and may have dilated capillaries, prone to sensitivity and premature ageing
- Oily – over production of sebum, surface is shiny, thick and coarse, prone to open pores, comedones, pustules and papules, sallow colour, more common in teenagers
- Combination – most common is an oily t-zone with normal/dry cheeks but can be a combination of all

Learner must be able to identify the different skin conditions:

- Sensitive – high colouring, dilated capillaries, flushes easily tends to be warm to touch, some examples that may cause it are poor skin care routines, incorrect products being used, incorrect application techniques, pre-disposition to sensitivity, hormonal imbalances and sun damage
- Dehydrated – lacks the ability to retain water in the tissues (low water levels) looks dull, may feel tight and itchy, fine lines are visible
- Mature – skin lacking in oil due to hormonal changes, skin loses firmness and begins to drop, becomes lined and crepey
- Congested skin – lumpy, uneven texture, with comedones, papules, pustules are present, build-up of dead skin cells

Learners must be able to identify the different face shapes:

- Oval – identified by a slightly wider forehead with a narrower chin, known as 'the ideal face shape'
- Round – identified as having soft edges, like a circle, the forehead, cheeks and jaw are of equal size
- Heart – identified as having a wider forehead that gently narrows down at the chin into a point
- Square – identified as having sharp angular features, the forehead, cheeks and jaw are of equal size
- Oblong – identified as a face that is longer than it is wide

Learners must know how to use corrective techniques for a make-up service:

Corrective methods to include:

- Face shapes – using contouring effects by highlighting and shading, used to achieve the illusion of an optimal visual appearance of an oval face for the following face shapes – square, heart, round, long, diamond, pear
- Eye shapes – the use of colour to create illusion of depth, size and alter the shape of hooded, large, small, close set, prominent, drooping, deep set and wide apart eyes

- Nose shapes – long, wide, short, naso-labial folds
- Lip shapes – large or full, thin, asymmetrical mouth
- Flaws and blemishes – dark circles under the eyes, spots, blemishes, uneven pigmentation, broken capillaries, puffy eyes
- Skin tones – the skin tone of a client needs to be carefully considered when choosing make-up colours. The learner needs to consider warm and cool skin tones and how to adapt for deep/black skin tones
- Make-up brushes – the different brushes available and their uses to achieve optimum results to include brushes available for application of: foundation, powder, blusher, contouring (highlighting and shading) eyeliner, eyebrow products, lipsticks

Learners must have an understanding of the skin diseases or disorders that may contra-indicate a service:

- General e.g. – UV damage, urticaria, allergic reaction, hyperkeratosis, open cuts and bruises, watery eyes, redness
- Primary Lesions e.g. – macule, ephelides, papule, pustule, wheal, hives or urticaria, vesicles, open pores
- Secondary Lesions, e.g. – scale, scar, stain, keloid scar
- Infestations, e.g. – scabies, pediculosis
- Skin Conditions, e.g. – eczema, dermatitis, psoriasis, skin tags, cysts, acne vulgaris, rosacea
- Bacterial, e.g. – impetigo, folliculitis, boils, conjunctivitis
- Viral, e.g. – herpes simplex, herpes zoster, warts
- Fungal, e.g. – tinea corporis, tinea pedis, tinea capitis, pityriasis versicolour
- Sebaceous Glands, e.g. – seborrhoea, sebaceous cyst, comedone, milia,
- Sweat Glands, e.g. – prickly heat (miliaria rubra), anidrosis
- Pigmentation disorders, e.g. – hyper pigmentation, hypo pigmentation, dermatosis papulosa nigra, vitiligo, albinism, chloasma, ephelides, lentigo, naevae port wine stain, leucoderma, papilloma, strawberry mark, telangiectasia, erythema, sun damage, dark circles
- Skin cancers, e.g. – basal cell carcinoma, squamous cell carcinoma, malignant melanoma

Learners must understand the tools, products and equipment available to be able to instruct on skin product:

- Mirror with a stand – the mirror needs to be clean and used at a height that is comfortable for the client to be able to see themselves clearly without causing discomfort, it needs to be on a stand as the client will be using both hands to carry out their make-up lesson
- Consultation sheets, face chart and prescription sheet – used to record the client's personal information, skin types and concerns as well as product recommendations and application
- Bowls – for clean tepid water used during the cleansing process
- Sponges – these should be new for each client if used, to remove the cleanser and exfoliant efficiently from the skin's surface
- Cotton wool – used damp to remove products from the skin, apply eye make-up remover and apply powder
- Cotton buds – used to apply or correct make-up
- Tissues – to blot the skin if appropriate and to use under the hand to prevent smudging

- Hair band – used to protect the client’s hair from the products
- Gown/wrap – used to protect the client’s clothing
- Make-up brushes – may include foundation brushes, blusher and contour brushes, a range of eye shadow blending brushes, eyelash comb, eyeliner brush, eyebrow brush, lip liner brush – used to apply make-up with precision
- Eyelash curlers
- Foundation sponges/wedges – used to apply and blend foundation, concealers and cream blushers, shaders and highlighters
- Disposable applicators – e.g. eye shadow applicators, lip brushes, mascara wands. These should be used where possible to discourage cross-contamination
- Sharpener – used to sharpen eye and lip liner pencils before use
- Eye make-up removers – oil-free is most commonly used as it does not leave any greasiness in the area, oil-based are suitable for removing waterproof eye make-up
- Cleansers – can include creams, oils, washes, used to remove make-up and dirt from the skin
- Toners – some may include alcohol to remove excess oil from the skin, they also rebalance the skin’s pH and may have a hydrating effect, used after cleansing
- Moisturisers – applied to the skin to prevent moisture loss and acts as a barrier and base for make-up
- Concealers – skin tone/green/lilac – usually applied before foundation for corrective purposes, to disguise blemishes, high colouring and shadows under the eyes
- Foundations – creams/liquids/mousse – applied to the skin on the face, chosen according to skin types and conditions. Should be blended using foundation sponges/wedges, a foundation brush or fingers. Always check the manufacturer’s instructions
- Powders – loose – used to set the foundation applied with cotton wool and or a brush and/or an applicator sponge
- Blushers, shaders and highlighters – these can come in cream or powder form, blushers are used to bring colour and warmth to the skin. Shaders and highlighters are used to disguise or enhance features
- Eyeshadows – cream and powder – used to add colour to the eye area, ranges of colours can be used to disguise and enhance features
- Eye pencils/liquid eyeliners – used to outline and make the eyes stand out
- Mascara – used to colour, thicken and lengthen eyelashes
- Eyebrow pencils/make-up – used to define, colour and enhance the eyebrow
- Lip liner – used to outline the lips and help to prevent lipstick from bleeding
- Lipstick – used to give colour to the lips, all varieties (e.g. stains, lacquers etc.)
- Lip gloss – may be coloured or clear, helps to keep the lips moist and adds shine, usually a paler colour to give a more natural look

Learners must understand the features and benefits of the professional products used during make-up applications:

- Features – the special features that may attract the client – e.g. the product is in a plastic bottle, this means that the product container is unbreakable and makes an ideal travel/holiday purchase or the packaging is recyclable. The product is not tested on animals and is vegetarian or vegan. Larger sizes are generally more economical, products can be easily dispensed; this results in minimum wastage, products are more concentrated and will last longer. This may also include the unique selling point (USP) for each product, e.g. the specific ingredient unique to this product and what it can do for

the skin that it is only available to purchase within a professional salon setting and is not readily available in the high street

- Benefits – this is what it will do for the client – e.g. a cream cleanser will rehydrate and nourish dry skin as it dissolves make-up and removes dead skin cells, or it may contain a particular ingredient, e.g. calendula which is particularly soothing and calming on sensitive skin; it is important to identify with the client's concerns

Learners must know how to achieve a variety of make-up looks:

- Overall look – natural, minimal and intense looks, special occasions
- Eye – smokey eye, colour wash, classic eyes with liner
- Shaping and highlighting – contouring, bronzing, highlighting and shaping and blushing of the facial structure
- Lips – correction of uneven or thin lips, how to select products to enhance the effects required
- Brow enhancement – definition and correction
- Foundation – dewy, matt finishes

LO3 Be able to prepare for instructing on a make-up application

Use suitable consultation techniques to meet the client's needs:

- Verbal communication – maintain a clear speaking manner and tone, keep conversations focused and professional at all times, be supportive, respectful and sensitive to the client's needs, use open questions related to the lesson
- Non-verbal communication – maintain eye contact with your client, use open body language, e.g. smile, uncross arms and legs. Listen carefully to the client's answers
- Observation and touch – look at the client's skin to identify areas of concern, touch the skin with the client's permission to identify texture and temperature of the skin
- Written – record all information clearly on the consultation card, face chart and product prescription chart

Prepare and check the client, area and equipment prior to make-up applications:

- Prepare the clients – complete a consultation sheet for your client and record their skin types, conditions and characteristics, checking for contra-indications, explaining them to the client as you record this, gain client's signature consent to treat. Ensure the client is safely positioned in a chair, with a table or work station to work from. Provide the client with suitable protection for their clothing, e.g. a cape or gown and a head band to protect their hair
- Prepare service area and equipment – ensure that the work area is clean and tidy. Use a height adjustable chair where possible. Create a welcoming atmosphere, well lit, with good ventilation and unobtrusive music. Check that all equipment works. All products need to be available for you to choose the correct range of products for your client's needs. All consultation cards and analysis equipment are to hand, clean and ready to use. Bowls should have warm water and clean sponges or cotton wool available for the client to use

LO4 Be able to instruct on a make-up application

Communicate clearly and effectively throughout the instruction for make-up applications:

- Educate the client on the products that they need to improve their skin conditions and/or problems. Provide clear recommendations to the client. Speak clearly and confidently about the products that are being recommended. Ensure that timing and pace of the lesson is at the correct speed for the client, present small amounts of information at a time; use a step by step process. Use visual aids where appropriate. Incorporate active listening, and remain observant to the client's body language and verbal communication. Ask questions to ensure that they understand the procedure

Maintain safe working practices:

- Ensure that all tools are sterilised or sanitised before use, use disposable tools and equipment where possible, disinfect all work surfaces and mirrors, cover any cuts and abrasions, sanitise hands before and after working with the client, use clean towels and gowns on each client, dispose of dirty laundry in covered bin, dispense products with a spatula, pump or spray, maintain good personal hygiene, clean products and replace loose lids and caps on bottles and pots after use. Ensure that there are no trailing wires

Select the correct products to suit the client's skin types and conditions:

- The learner should have a sound knowledge of the professional product range being used during the make-up lesson
- Selection the products and equipment that is needed to support the clients' skin based on the outcomes of the consultation and client's needs

Instruct the client on make-up applications:

- Ensure that the client has clear access to the mirror and can see the beauty consultant. The beauty consultant should apply the make-up in step by step stages on one side of the clients' face only. The client will copy the instruction by applying the make-up to the other side of the face at each stage of the process. Use disposable applicators where possible
 - Cleanse, tone and moisturise the client's skin using the correct products for the client's skin type and conditions. The clients skin should be cleansed and ready for make-up application
 - Apply and blend suitable concealer to blemishes, high colouring or shadows under the eyes
 - Check the colour of foundation on the client's skin; ensure that an explanation is given as to how the client should pick their foundation. Apply the foundation, ensuring that it is blended into the jaw and hairline. There should be no demarcation lines
 - If the make-up is for an evening event, contouring should be applied at this stage, to disguise or enhance the clients face shape
 - Apply blusher
 - Apply a neutral base colour to the eye area, add at least two colours to provide a new look
 - Apply eyeliner/liquid eyeliner as required
 - Apply mascara carefully to the upper and lower eyelashes, comb through the eyelashes to prevent clogging
 - Apply eyebrow pencil/eyebrow make-up to define the eyebrows
 - Apply lip liner
 - Apply lipstick or gloss with a lip brush

*This is a general guideline always follow the manufacturer's instructions

Provide the client with clear, written make-up application instructions:

- Complete a copy of the face and product prescription chart, identifying the areas of application, with the list of products that have been recommended along with amount and how to use them

Provide aftercare advice:

- Homecare advice – to include retail products, removal, further treatments or services
- Contra-actions – allergies or redness occurring on the area where the products have been applied. Advise the client to remove any offending products straight away with cool water, apply a cool compress to the area, contact the salon to report the reaction, if symptoms persist the client should contact their GP

Update and maintain service records:

- Record the outcomes of the skin care lesson at the appropriate time ensuring records are accurate and up to date, record any retail sales or samples given to the client

Skin cancer awareness

Please note this information will not be assessed for the achievement of this unit.

Public awareness of skin cancer has never been higher, and yet skin cancer remains the fastest growing cancer in the UK, especially amongst young people. The chances of a positive outcome can be dramatically increased with early identification and diagnosis.

Professionals in hair, beauty, sports massage and health and wellbeing industries work closely with clients and in many cases have sight of areas of skin which may not be easily visible to the client. An informed awareness of the signs, symptoms and changes of appearance to be aware of when checking for early signs of cancer is a crucial tool for the conscientious practitioner in order to provide the most thorough service and in some cases, possibly lifesaving information signposting.

Signs to look for when checking moles include utilising the ABCDE guide:

A - Asymmetry – the two halves of the area/mole may differ in their shape and not match.

B - Border – the edges of the mole area may be irregular or blurred and sometimes show notches or look 'ragged'.

C - Colour – this may be uneven and patchy. Different shades of black, brown and pink may be seen.

D - Diameter – most but not all melanomas are at least 6mm in diameter. If any mole gets bigger or changes see your doctor.

E - Elevation/evolving – elevation means the mole is raised above the surface and has an uneven surface. Looks different from the rest or changing in size, shape or colour. Anyone can get a suspicious mole or patch of skin checked out for free by the NHS by visiting their doctor, who may then refer to a dermatologist (an expert in diagnosing skin cancer).

If you require any additional NHS information please refer to <https://www.nhs.uk/be-clear-on-cancer/symptoms/skin-cancer>

If your learners are interested in learning more about skin cancer awareness alongside this qualification, VTCT runs the following qualification: VTCT Level 2 Award in Skin Cancer Awareness for Non-Healthcare Professionals.

This qualification has been specifically designed for those working in the sports massage, health and wellbeing, beauty, hairdressing and barbering sectors. It will enable learners to identify any changes to their client's skin and to highlight those changes to the client using appropriate language and communication skills. It will enable the learner to raise awareness of skin cancer and signpost their clients to public information about skin cancer.

This qualification will enable hair, beauty and wellbeing professionals to gain the appropriate knowledge and communication skills required to provide non-diagnostic, professional advice and information to clients in a discrete, empathetic and confidential manner.

For more information please refer to the Record of Assessment book:

<https://qualifications.vtct.org.uk/finder/qualfinder/1Record%20of%20Assessment%20Book/AG20529.pdf>

Assessment criteria

Assessment criteria will be applied to the graded practical assessment. In order to Pass this unit, learners must at a minimum achieve all Pass criteria. The pass criteria relate to the proficient demonstration of skills and knowledge. All criteria within a given grade must be achieved to be awarded that grade.

Learning outcome The learner must:	Pass The learner can:	Merit To achieve a Merit grade, in addition to achievement of the pass criteria, the learner can:	Distinction To achieve a Distinction grade, in addition to achievement of the pass and Merit criteria, the learner can:
LO3 Be able to prepare for instructing on a make-up application	P1 Use suitable consultation techniques to meet the client's needs	M1 Adjust communication techniques to meet the client's needs M2 Use techniques to promote the retail of products or additional services	D1 Explain your choice of methods, tools and techniques used during the make-up lesson D2 Create a finished look that reflects a commercially skilled make-up application
	P2 Prepare and check the client, area and equipment prior to make-up applications		
LO4 Be able to instruct on a make-up application	P3 Communicate clearly and effectively throughout the instruction for make-up applications		
	P4 Maintain safe working practices		
	P5 Select the correct products to suit the client's skin types and conditions		
	P6 Instruct the client on make-up applications		
	P7 Provide the client with clear, written make-up application instructions		
	P8 Provide aftercare advice		
	P9 Update and maintain service records		

Assessment guidance

Assessors must use the amplified assessment guidance in this section to judge whether assessment criteria have been achieved in the graded practical assessment.

P1 Use suitable consultation techniques to meet the client's needs

Learners should use a variety of techniques to gain information from their client e.g. verbal and non-verbal communication, observation and touch. Learners must demonstrate that they have completed a thorough assessment of the client's skin to identify their skin type, condition and any special considerations as well as the make-up requirements of the client e.g. day, evening or special occasion make-up. Learners must identify the client's current skin care regime, products used for make-up before and any notable reactions (either good or bad).

P2 Prepare and check the client, area and equipment prior to make-up applications

Learners must demonstrate that they have set their working area correctly in line with organisational procedures. All equipment is tested, checked and confirmed to be in safe working order, prior to the service. All the required products for the service are to hand and are fully stocked in advance, with a good variety to meet the possible requirements of the client available.

P3 Communicate clearly and effectively throughout the instruction for make-up applications

Learners must demonstrate that they are able to speak clearly and confidently, avoiding the use of technical jargon. The learner must show a clear understanding of the products and educate the client on the features, benefits and uses of the professional products recommended to improve their skins appearance. Learners must give the client time to ask questions.

P4 Maintain safe working practices

Learners must demonstrate that they have sterilised and sanitised their tools, equipment and work area before the make-up lesson. The learner must maintain a safe environment throughout the make-up lesson by using disposable equipment where possible, working cost effectively and washing their hands where necessary. The learner must ensure that all waste is disposed of correctly and products, bottles and lids are cleaned and replaced after use.

P5 Select the correct products to suit your client's skin types and conditions

Learners must demonstrate that they have a sound knowledge of the professional range being used by selecting the correct products needed to support the client's skins requirements. Learners must link the products chosen to the completed consultation and face and prescription chart.

P6 Instruct the client on make-up applications

Learners must ensure that the client has access to all of the tools and equipment needed for a skin care lesson. Learners must demonstrate correct positioning to allow them to educate the client correctly and efficiently. Learners must carry out a step by step procedure for their client, applying the make-up in stages and allowing the client to copy them. Learners must explain the use and purpose of the make-up tools. Learners must demonstrate the correct amount of product and the techniques to be used for using concealers, foundation, loose powder, blusher, eye products and lip products at a pace suitable for the client. Learners must confirm that the client has a clear understanding of how to achieve the desired look. Learners must ensure that they always follow the manufacturer's guidelines.

P7 Provide the client with clear, written make-up application instructions

Learners must complete all paperwork clearly and give a fully completed copy of the face and product prescription chart to the client. The face chart should identify the areas of application, including all of the products used and instructions for use.

P8 Provide aftercare advice

Learners must recommend the most appropriate professional products to achieve the client's objectives. Learners must recommend the salon products that have been used to achieve the final look. Learners must recommend methods of make-up removal using appropriate products for their skin type and conditions. Learners must give advice on possible contra-actions that may occur and how to deal with them if they do happen. Learners must provide service recommendations based on the individual clients needs matched against the client's skin type and conditions.

P9 Update and maintain service records

Learners must record the findings of the consultation and a copy of the face and product prescription chart and record card at the appropriate time to ensure all records are up to date and all relevant information recorded but flow and continuity of service is not interrupted unduly. Learners will record the outcomes of the make-up lesson and at a minimum of client skin type, any presenting conditions such as dehydration or sensitivity and products used. The records must include products sold or samples given to the client.

M1 Adjust communication techniques to meet the client's needs

Learners must demonstrate that they have adjusted their style of communication to suit and respond to the client. Learners must demonstrate that all communication with the client is ethical, respectful, unobtrusive and inoffensive and of a suitable and appropriate content and context. Learners must give clients the opportunity to digest any technical information and encourage clients to ask questions. Learners must be confident in asking probing questions in a sensitive manner. Learners must show that they can assure and reassure the client throughout the consultation. Learners must demonstrate the consideration of the individual needs of the client.

M2 Use techniques to promote the retail of products or additional services

Learners must demonstrate that they have at a minimum recommended three make-up product to suit the client's personal needs. Advice on appropriate skin care and home care techniques should be provided to ensure the clients skin is at its optimum for further services as well as offering advice on alterations to personal habits or lifestyle choices, which will further benefit the client's skin. The advice should include the features and benefits of using the specific products recommended.

Learners should recommend further follow-on, alternative or additional beauty services and offer to re-book the client for their next appointment.

D1 Explain your choice of methods, tools and techniques used during the make-up lesson

Learners must be able to explain the reasons for their choice of methods and techniques used in the make-up lesson to ensure the customer fully understands why products and tools have been selected and what benefits they bring. The learner must be able to provide a rationale for their selection of products and techniques. For example did they choose to apply contouring products and if so, why were these chosen? Why did the learner select the colours and tones of the make-up applied? Were concealing products used? Did the products chosen have a high powder content? If so why.

Learners must give justification of adaptations to technique that were made in consideration of achieving the desired outcomes, individually tailored to the customer.

D2 Create a finished look that reflects a commercially skilled make-up application

The finished make-up look must have the characteristics of professionally applied make-up. Examples of the characteristics of professional make-up include visible, even skin tone, with well blended application, suitable highlighting of each facial feature to ensure balance with another. Colour themes, if required, are echoed in the application. All necessary corrective work is completed subtly and is tailored to the customer's needs. Make-up colours and products are selected and agreed with the customer to meet the service objectives and are applied to create an overall look and ensures client satisfaction.

Resources

The special resources required for this unit are access to a real or realistic working environment which supports the provision of make-up applications. The resources required will include appropriate seating, mirrors, brushes tools and equipment for make-up services.

Delivery guidance

Teachers are encouraged to use innovative, practical and engaging delivery methods to enhance the learning experience. Learners may benefit from:

- Meaningful employer engagement so they relate what is being learned to the real world of work and understand commercial competency and product, tools and equipment usage
- Work experience within a commercial beauty salon/beauty retail environment so they can practise to hone their skills in a real environment
- Using interactive information and technology, systems and hardware so they can learn about concepts and theories; research current trends; research product knowledge and produce visual aids
- Product knowledge for a make-up range

Links with other units

This unit is closely linked with the following units:

UCO34M Health, safety and hygiene

The health and safety unit will provide knowledge and understanding of the responsibilities for health and safety as defined by any specific legislation covering the role of a professional therapist. This unit greatly underpins all practical unit delivery. Learners will be required to apply their knowledge and understanding of health and safety when preparing for and providing service/treatments in real or realistic working environment.

UBT204M Principles of effective customer service skills

The customer service skills unit will help develop the key skills and knowledge required to organise and deliver customer service, resolve customer problems, understand the needs of customers and customer retention strategies which are all an integral component of effective customer service strategies. This unit will provide the opportunity to demonstrate excellent customer service, to respond to customer issues, to analyse problems and improve the way in which customer service is delivered in an organisation.

UBT212M Principles of retail sales of make-up, cosmetics and perfumery products

Knowledge of how to identify products and inform the customer of the features and benefits of the products to ensure that they meet their needs. Improving customer service and gaining commitment from the customer to use professional products as well as maintaining the results from the recommended products. This unit will enable learners to make clear, informed selections and recommendations for product use to best inform the customer.

UBT205M Consultation and record keeping

Client consultation is an effective and necessary tool for the beauty consultant to help establish the unique needs and requirements of the customer so they can recommend the most appropriate products and provide the best advice. Effective record keeping will allow the consultant to keep the customer informed of any offers or promotions and will inform any future campaigns as to the specific needs and requirements of the customer, making marketing more effective. The consultation and record keeping unit underpins all technical units within this qualification and should be delivered prior to the delivery of any technical beauty therapy unit.

UBT201M Make-up applications

The make-up applications unit is a key tool for the beauty counter consultant. Learners will develop the skills and knowledge to be able to understand and apply basic make-up services for a client/model and to be able to adapt them for a variety of occasions. Learners will develop their knowledge and skills to prepare and provide a professional make-up service.

UBT222M Anatomy and physiology for make-up artists

The anatomy and physiology unit will provide knowledge of the structure and function of the skin, hair and nails, as well as the relevant diseases and disorders the therapist is likely to encounter, in the areas under treatment. The anatomy and physiology unit most significantly underpins the knowledge and practical skills gained in the make-up application unit. Other elements of anatomy and physiology are also relevant to this unit in terms of understanding contra-indications to treatment as well as possible contra-actions.

UBT210M Instruct on product application

The skin care lesson unit is designed to help the learner to educate the client in the correct professional products for their skin type and conditions along with instructions on the right way to use them. The learners' confidence to retail products will be improved along with their product knowledge. Learners will be required to apply their knowledge of skin types and conditions and of professional products within a real or realistic working environment.

Graded synoptic assessment

At the end of the qualification which this unit forms part of, there will be a graded synoptic assessment which will assess the learner's ability to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification. It is therefore necessary and important that units are delivered and assessed together and synoptically to prepare learners suitably for their final graded assessment.

Version	Details of amendments	Date
v4	Addition of unit content page 7 “ Learners must know how to use corrective techniques for a make-up service”	
v5	Added skin cancer awareness page	14/06/2017