Learner Journal
Level 2 Technical Certificate

Make-up Artistry

City & Guilds
A City & Guilds Group Business

Learner Journal
Level 2 Technical Certificate

Make-up Artistry

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City & Guilds
1 Giltspur Street
London
EC1A 9DD
T 01924 930800
www.cityandguilds.com

Development Editor: Claire Brooks
Production Editor: Laurida Harrington-Poireau
Copy Editor: Daniela Nava
Cover and book design by Select Typesetters Ltd

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Foreword

A few words from Emma Mackay

Industry Manager (Hairdressing, Beauty and Retail) at City & Guilds

What an incredibly exciting time for you, starting your new qualification. This Learner Journal has been produced to support and guide you through your chosen qualification and aid you in excelling towards employment within the sector area that you have selected.

I have been working in the beauty and spa therapy industry for over 20 years and have absolutely loved every second. My initial training equipped me with the skills, knowledge and confidence to enable me to have a successful and varied career. This industry has presented such exciting opportunities for me such as working in salons and health spas, presenting on television and moving into Further Education (FE) to both teach within and manage a beauty therapy department. I worked as a consultant for City & Guilds, producing and developing qualification content and assessment material both for the UK and internationally. I now work as the Hair and Beauty Portfolio Manager within City & Guilds and look after all of the beauty, spa, nails, media make-up, theatrical/special effects make-up, complementary therapies, hairdressing and barbering qualifications both nationally and internationally.

A career within the beauty, spa, nail, media make-up or theatrical/special effects industries is incredibly exciting. This Learner Journal has a number of inspirational sections and will provide you with hints and tips around trade testing, synoptic assignments, examination preparation, qualification content, employer support and much, much more. The quotes, unit details and support tools all work really well together to give you a comprehensive support resource.

I truly hope that you enjoy the learning that forms this qualification. Preparation for your end of qualification synoptic assignment and examination is key! Likewise, the inclusion of selected optional units, where applicable, will help to equip you with an exciting range of skills and knowledge that I am sure will help to shape your successful and long-lasting career within the sector.

I want to take this opportunity to wish you the very best of luck throughout your chosen career.

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Introduction

Welcome to your City & Guilds Learner Journal. It is designed to help you work towards your make-up artistry qualification by:

- showing you what you need to cover
- helping you to record your achievements and evidence.

In this journal, you will find forms that can support you and your tutors in your learner journey. You'll also find helpful pictures, hints, tips and more from leading people in make-up artistry – all designed to make the qualification simple to understand and more fun to do!

We're sure that you will have lots of questions about your qualification, and this introduction should answer some of them. Of course, your tutor/assessor should also be on hand to explain things and be your guide, but here are the answers to the main questions you may have at this early stage.

What qualification am I doing?

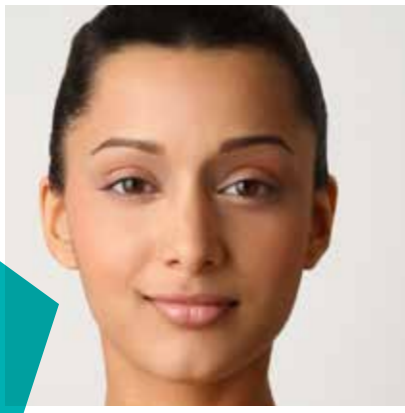
This City & Guilds Level 2 Technical Certificate in Make-up Artistry aims to provide you with a range of essential technical and practical skills and knowledge, which will equip you to seek employment or further training within the make-up artistry industry.

This qualification is suitable for anyone over the age of 16 years. You don't need any previous knowledge or experience to start this qualification.

What do I need to achieve?

Your qualification is divided into units. Each unit covers a different area of your work as a make-up artists. The qualification structure is made up of six mandatory units. Mandatory units are units that you must complete.

To achieve the **Level 2 Technical Certificate in Make-up Artistry** you must successfully complete the mandatory assessment components. In addition, you must achieve the mandatory employer involvement requirement for this qualification.



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What will the trade test (synoptic assignment) involve?

Synoptic assignment requires learners to draw together their learning from across the qualification to achieve specific outcomes or solve problems. The focus is on bringing together, selecting and applying learning from across the qualification, rather than demonstrating achievement against units or subsets of the qualification content.

Your skills will be assessed through the synoptic assignment component. In this **externally set, internally marked and externally moderated** assessment you will be given an appropriately levelled, substantial, occupationally relevant outcome to achieve or problem to solve. You will be marked against assessment objectives (AOs) such as your breadth and accuracy of knowledge, understanding of concepts and the quality of your technical skills, as well as your ability to use what you have learned in an integrated way to achieve a considered and high quality outcome. These are detailed on page 23.

A typical assignment brief could be to design and create a themed look. The look will typically cover hair, make-up and creative make-up artistry, for example body paint, and you will need to research ideas to come up with your own designs. You will be required to use your skills in a wide range of techniques, from across the qualification content, in a holistic way to meet the brief. You will also need to draw on your knowledge and understanding of the range of topics and apply this throughout the assignment.

What will the externally marked exam involve?

The external assessment will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included to go into more depth, giving you the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, thus ensuring that the assessment can differentiate between 'just able' and higher achieving learners.

Command words

In examinations, certain words, often called command words, are commonly used as prompts to give an indication of the type of response that is expected by the question. These words commonly include 'state', 'describe', 'explain' and 'discuss'.

- The command word 'describe' requires you to give a representation of something in words: a 'picture in words'.
- An 'explain' question requires you to give reasons or suggest causes.
- A 'discuss' or 'evaluate' question will usually be graded using level of response marking. You will be required to compose a response which considers the topic of the question. You will need to compare and contrast, and consider any pros and cons; provide a discussion or argument which is justified and supported.

While these words give an indication of what is expected, it is important to understand that they do not stand on their own. In preparation for the exam, you should not simply focus on learning the meanings of these words in isolation of the rest of the question, but on interpreting the full question or task. The command words give an indication of what is wanted and, in the context of the instruction or question, the full meaning should be clear. For example, the questions below all use the word 'describe', but all require different sorts of answers.

Question	Answer required
Describe a _____ . (Describe how they look).	
Describe the process for _____ . (Describe a sequence of events).	
Describe the effect of _____ . (Describe the changes following some sort of impact).	

In examinations, the numbers of marks available can also give an indication of the depth of response expected. Half marks are never used:

- AO1 type questions typically require a separate point per mark
- AO2 type questions may require a point or limited explanation for 1 mark, with a further mark available for more depth or explanation
- AO4 questions would expect a higher quality of response for higher marks, and these are usually marked using level of response marking.

How will I be graded?

Individual assessments will be graded pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts.

Once all your assessments are complete, your evidence and the proposed marks from your tutor will be submitted to City & Guilds for moderation. City & Guilds will set the grade boundaries for each assessment and publish the results.

Grades from the synoptic and external assessment make up the overall qualification grade. The synoptic assignment will contribute 60% to the overall qualification grade. The external exam will contribute 40%. A Distinction* is available at qualification level for those who have achieved high-end Distinction.

Royal Korindah/eye-lashes.com

Where do I go if I need more information about my assessments and qualification?

The most important sources of information you are likely to need are listed below.

- Your tutor/assessor is the most important source of information about your qualification.
- Your centre's student handbook or prospectus will provide more details.

On the rare occasions you might disagree with an assessor's decision, you should use your centre's appeals procedure. Ask an assessor or your Internal Quality Assurer (IQA) to help you if you are unsure of how to do this.

Your centre will refer any unresolved problems to City & Guilds. Make a note of your centre's website address here:

The City & Guilds website (www.cityandguilds.com) or City & Guilds Customer Relations (01924 930800).

The Habia website (www.habia.org.uk).

Jan Marini

Qualification structure

For the **Level 2 Technical Certificate in Make-up Artistry** the teaching programme must cover the content detailed in the structure below.

Mandatory units

Unit number	Unit title	GLH
201	Principles of working in the make-up industry	60
202	Anatomy and physiology for make-up artists	30
203	Principles of researching, planning and showcasing designs	30
204	The art of applying make-up	120
205	Hair artistry	60
206	Creative make-up artistry	60

MartiniDry/Shutterstock.com

Tracking your progress

On this page you can tick when you have covered all the topics and the scope/range for each unit.

You may find it useful to keep track of how you're progressing through the units.

Mandatory units

201: Principles of working in the make-up industry
Topics achieved ○
All scope/range covered ○
All 'Knowledge and understanding' explored ○

Sign: _____ Date: _____

202: Anatomy and physiology for make-up artists
Topics achieved ○
All scope/range covered ○
All 'Knowledge and understanding' explored ○

Sign: _____ Date: _____

203: Principles of researching, planning and showcasing designs
Topics achieved ○
All scope/range covered ○
All 'Knowledge and understanding' explored ○

Sign: _____ Date: _____

204: The art of applying make-up
Topics achieved ○
All scope/range covered ○
All 'Knowledge and understanding' explored ○

Sign: _____ Date: _____

205: Hair artistry
Topics achieved ○
All scope/range covered ○
All 'Knowledge and understanding' explored ○

Sign: _____ Date: _____

206: Creative make-up artistry
Topics achieved ○
All scope/range covered ○
All 'Knowledge and understanding' explored ○

Sign: _____ Date: _____

Values and behaviours

Make-up artists need to be able to carry out consultations with clients, demonstrate the professionalism, values, behaviours, communication skills and safe working practices associated with their role, and be able to work without supervision to a high level of precision, with exceptional client care skills.

Values

The following key values underpin the delivery of treatments in the make-up artistry sector.

1. A willingness to learn.
2. The completion of treatments in a commercially viable time.
3. Meeting both organisational and industry standards of appearance.
4. Ensuring that personal hygiene and protection meet accepted industry and organisational requirements.
5. A flexible working attitude.
6. A team worker.
7. Maintaining customer care.
8. A positive attitude.
9. Personal and professional ethics.
10. The ability to self-manage.
11. Creativity skills.
12. Excellent verbal and non-verbal communication skills.
13. The maintenance of effective, hygienic and safe working methods.
14. Adherence to workplace, suppliers' or manufacturers' instructions for the safe use of equipment, materials and products.

Walsall College

Behaviours

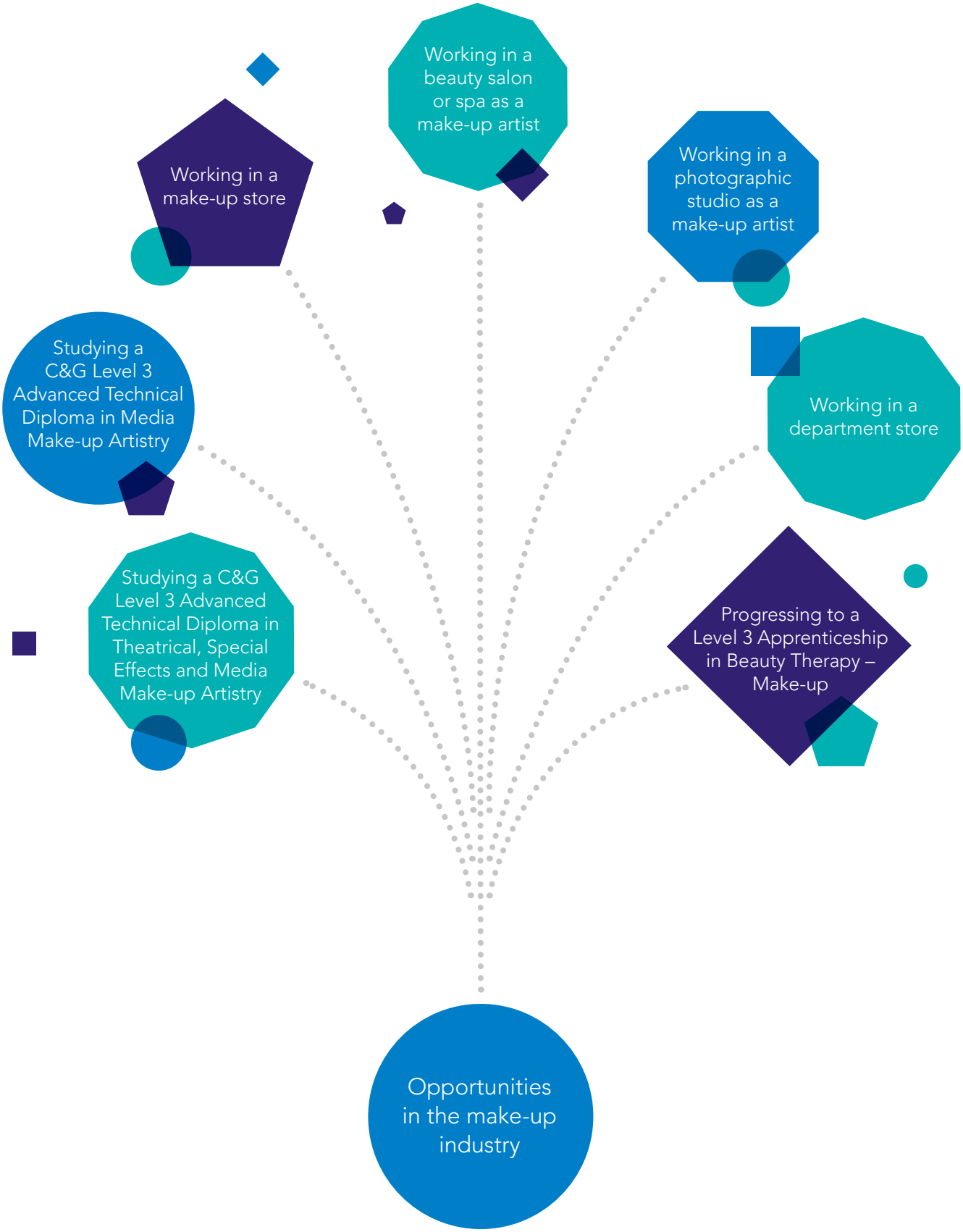
The following behaviours underpin the delivery of treatments in the make-up artistry sector.

These behaviours ensure that clients receive a positive impression of both the salon and the individual.

1 Meeting the salon/spa's standards of behaviour.
2 Greeting the client respectfully and in a friendly manner.
3 Communicating with the client in a way that makes them feel valued and respected.
4 Identifying and confirming the client's expectations.
5 Treating the client courteously and being helpful at all times.
6 Keeping the client informed and reassured.
7 Adapting the behaviour to respond effectively to different client behaviour.
8 Responding promptly to a client seeking assistance.
9 Selecting the most appropriate way of communicating with the client.
10 Checking with the client that you have fully understood their expectations.
11 Responding promptly and positively to the client's questions and comments.
12 Allowing the client time to consider the response and give further explanation when appropriate.
13 Quickly locating information that will help the client.
14 Giving the client the information they need about the treatments or products offered by the salon.
15 Recognising information that the client might find complicated and checking whether they fully understand it.
16 Explaining clearly to the client any reasons why their needs or expectations cannot be met.

Claire Morgan Jones

Make-up artist
Career planner and next steps



Membership organisations

The British Association of Beauty Therapy & Cosmetology (BABTAC)

The British Association of Beauty Therapy & Cosmetology (BABTAC) is the UK's leading membership organisation for professionals working in the beauty, hair, holistic and sports therapy industries.

Established in 1977, the organisation was created by industry professionals, for industry professionals.

There are two types of membership available with BABTAC: those looking to be insured and those looking for a beneficial membership with a recognised organisation that offers access to discounts, training opportunities, industry advice and exclusive offers. Individual practitioners who are therapists, hairdressers, holistic practitioners and specialists can enjoy the same level of benefits as salons and spas.

To find out more visit https://www.babtac.com/

Federation of Holistic Therapists (FHT)

The Federation of Holistic Therapists (FHT) is the UK and Ireland's leading professional association for beauty, spa, complementary and sports therapists. As well as insurance, the FHT offers a wide range of membership benefits to support you, every step of your therapy career.

As an FHT Student Member, you can enjoy:*

- International Therapist magazine and regular e-newsletters and blogs
- discounted products and seminars
- free downloadable resources and more than 350 articles online
- FHT Student Member badge and card
- FHT Code of Conduct and Professional Practice
- student insurance, with cover starting from £1 million
- competitions and lots more.

For therapists hoping to work in complementary healthcare, the FHT also runs the largest Accredited Register to be independently approved by the Professional Standards Authority for Health and Social Care. If eligible to be listed on this register, there is no additional fee to fully qualified FHT members.

To find out more, including our full range of membership benefits when you qualify and upgrade, please visit www.fht.org.uk

*Eligibility criteria/terms and conditions apply – please see website.

Employer involvement tracker

Employer involvement is essential to maximise the value of your experience. You must achieve the mandatory employer involvement requirement for this qualification before you can be awarded a qualification grade.

Activity	No. of hours	Date	Tutor signature

Work experience record

Location:

Role:

Dates:

Hours:

Key areas learnt

Employer feedback

Candidate signature: Date:

Assessor signature: Date:

IQA signature (if sampled): Date:

Trade testing

What is trade testing?

‘A trade test is your opportunity to showcase yourself and your skills. First impressions matter, so look the part, be prepared with the right tools, have confidence in your ability, demonstrate with passion and smile! Don’t be average, be excellent.’
Debbie Weaver, **Steiner**

‘A trade test is used by employers as part of the interview process when recruiting new technicians to join their team. You will be asked to carry out one or two treatments to demonstrate how competent you are in providing a professional service for their clients and the level of your beauty skills.’
Susan Cressy, **Susan Cressy Spa & Beauty Therapy**

‘A trade test is where your practical ability is assessed to gauge your skill-set following a successful verbal interview.’
Alicia Haynes, **Guinot**

How do I prepare for a trade test?

‘This is your opportunity to impress, to stand out from the crowd, so remember the 4 P’s:
1. Prepare thoroughly, research the company, treatment range and timings
2. Professional attitude and approach to performance
3. Polite, pleasing manner
4. Polished treatment performance.’
Angela Wheat, **Gemini Beauty**

‘Always arrive professionally groomed for your trade test, exactly as you would for a day at the salon; wear a clean smart uniform and appropriate shoes, short nails, natural-looking make-up and your hair neatly out of your face. This might be the first impression you make, so ensure you impress them with your professional appearance.’
Angela Moulding, **Carlton Professional**

‘Treat the trade test as a real client experience and remember to communicate with the client/interviewer, explaining what you are going to do throughout the treatment and checking for client comfort throughout the treatment. To stand out from the rest of the candidates, demonstrate your retailing and treatment planning skills by recommending two retail products, offer a course of treatments and ask the client/interviewer to book their next treatment.’
Martine Jarman, **Skin Genius**

‘Make sure your interviewer is aware of your underpinning knowledge of the treatment you are performing: use the correct names of muscles; explain how a current works. Clients like knowledgeable technicians and employers want people who understand what they are doing.’
Rachel Halling, **Champneys**

Trade testing (synoptic assignment)

Getting ready for your trade test (synoptic assignment)

Towards the end of your qualification you will be assessed on carrying out a variety of hair, make-up and creative make-up artistry services within a commercially set time.

This will be assessed to make sure you have the necessary skills, knowledge, values and behaviours to confirm that you are now ready to be employed in the make-up industry.

This end 'trade test' will require you to use consultation techniques to identify client requirements and build a professional rapport.

You will draw on the knowledge, understanding and practical skills you have developed during the qualification to deliver a range of personalised make-up services, adapting to any factors as required during the services.

You will be marked on the quality and accuracy of your practical performance and your ability to reflect on the services carried out. It is therefore important that you carry out your work to the highest standard you can.

You should show how well you know and understand the subject and how you are able to use your knowledge and skills together to complete the tasks.

Mock trade test (sample assignment)

You will be provided with the sample assignment/mock trade test by your tutor. The assignment will be in the form of a brief that will detail exactly what you will be expected to carry out.

The assignment will cover a range of services from across the units in the mandatory content of this qualification.

Marking grid

The assessments for this qualification are set against a series of assessment objectives (AOs). They are designed to allow judgement of the candidate to be made across a number of different categories of performance. Each assessment for the qualification has been allocated a set number of marks against these AOs, based on weightings recommended by stakeholders of the qualification.

Assessment objective	Level 2 Technical Certificate in Make-up Artistry Examples of types of knowledge expected	Weighting
AO1 Recall of knowledge relating to the qualification Learning Outcomes.	Skin; hair; skeletal system; location of bones; location of muscles; safe working practices; legislation; sources of inspiration; historical influences; content of mood boards, face charts and portfolios; opportunities for showcasing work; skin types and skin tones; hair characteristics; products, tools and equipment; adornments; application techniques; the effects of lighting on make-up.	10%
AO2 Understanding of concepts, theories and processes relating to the Learning Outcomes.	Impact of safe working practices; the impact of legislation; the impact of contra-indications and contra-actions; opportunities for selling products; aftercare advice; the influence of historical periods; the purpose of a mood board, face charts and portfolios; budgets; planning; different skin types and tones; different skin conditions; colour correction; contouring different face shapes; impacts of the colour wheel in the application of make-up; the effects of different products, tools and equipment; the effects of different techniques and adornments; the importance of the care of products, tools and equipment.	10%
AO3 Application of practical/technical skills.	Blending; contouring different face shapes; correcting different skin tones and colours; application techniques for face, eye, cheek, lips, lash, brow, hair and upper body; making adjustments and modifications; sequencing.	35%
AO4 Bringing it all together – coherence of the whole subject.	Research is appropriate to the brief; designs relate to the research; model requirements taken into account; budget is correct and adhered to; final look fits with the designs.	30%
AO5 Attending to detail/perfecting.	Maintaining work environment; execution of techniques; confirming model satisfaction; maintaining professional standards; tailoring advice and recommendations; modifications and adjustments; correcting errors.	15%

Service planning notes

Use this section to make notes on which services link well together, what should be avoided, etc.

Mock assessment feedback form

Task/AO	
1	Tutor feedback:
	Learner self-reflection/evaluation:
2	Tutor feedback:
	Learner self-reflection/evaluation:
3	Tutor feedback:
	Learner self-reflection/evaluation:

Task/AO	
4	Tutor feedback:
	Learner self-reflection/evaluation:
5	Tutor feedback:
	Learner self-reflection/evaluation:

Revision tips

These revision tips will help you prepare for your external assessment.

- Regularly check your knowledge and understanding to ensure that you still remember key content covered at the start of the qualification.
- Take opportunities to recap, revise and recall, both in the classroom and using blended and online resources and activities. Find out which learning strategies work best for you.
- Use a range of different revision strategies that best meet your learning needs. For example, creating cue or flash cards can help you to remember key knowledge content. You could make use of mobile learning apps to prepare your own revision flash cards to help develop a secure understanding of key terminology, concepts and frameworks.
- Familiarise yourself with how to deal with different command verbs, such as the differences between responses which describe, explain, compare or evaluate.
- Ensure you have developed your note-taking skills. This will prepare you to capture and summarise the most important aspects of the content. These notes will be invaluable when you are preparing for your examination and help to identify any gaps in your knowledge and understanding.
- Don't just memorise facts and figures, but try to make links and deeper connections. Visualisation and concept mapping can help you to apply your knowledge and understanding in different contexts and situations.
- You will need to manage your time effectively as independent candidates.
- Creating revision timetables or planners is a useful exercise to help you prioritise your learning activities, focusing on areas where there might be gaps in your understanding. There's an example of a revision timetable on page 29.
- It's important to stay fit and healthy in order to be well-prepared physically and mentally to demonstrate your knowledge and understanding. Remember to get enough sleep, drink plenty of water, eat well and get enough downtime in the build-up to the exam. Simple relaxation techniques can help if you are feeling stressed.

Revision planner

Week commencing:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9.00 am							
10.00 am							
11.00 am							
12.00 am							
1.00 pm							
2.00 pm							
3.00 pm							
4.00 pm							
5.00 pm							
6.00 pm							
7.00 pm							
8.00 pm							
9.00 pm							
10.00 pm							

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Unit 201: Principles of working in the make-up industry

The purpose of this unit is to provide you with an understanding of the principles of working as a make-up artist. You understand how to comply with relevant legislation and work professionally, following safe working practices.

You will be able to identify contra-indications that may prevent or restrict a make-up service from being carried out and the necessary aftercare advice that needs to be provided at the end of the service.

Along with safe working practices you must have an understanding of the professional standards that are required when working within the make-up industry.

Good communication skills are a key feature of being a successful make-up artist and you will develop the ability to adapt and manage client needs and expectations as well as recognising factors that may be a barrier to communication.

You will learn about the sales cycle and how to embed selling techniques while providing make-up artistry services. The understanding and behaviour acquired through this unit underpin all practical elements of the qualification and will support you to become professional and safe make-up artists when working in the industry.

What is this unit about?

Unit 201: Principles of working in the make-up industry

Mandatory

This unit has **two** outcomes.

Outcome 1
Understand how to work safely within the make-up industry

Outcome 2
Understand the principles of working with others in the make-up industry

Phil Jones

Getting started

Introduce yourself to the unit by asking yourself:

- What is the importance of following safe working practices?
- Why do I need insurance as a freelance make-up artist?
- What opportunities are there for me to enhance my income as make-up artist through product sales?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this information to services, in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the spa or salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the make-up sector.

> My advice would be to use your time as an assistant or as a trainee really wisely. Just drink it all in, accept it, and don't rush too quickly.
>
> Morag Ross, **Warpaint Magazine**

Hints and tips

Never assume a client knows how to use a product you have recommended. If possible, let them try before they buy and instruct clearly on how the product should be used.

Unit 201: Principles of working in the make-up industry

Outcome 1

Understand how to work safely within the make-up industry

1.1 Safe working practices when working in the make-up industry
1.2 Legislation relevant to the make-up artistry industry
1.3 Skin sensitivity tests to be carried out before make-up artistry
1.4 Contra-indications and contra-actions that influence make-up artistry
1.5 Insurance required by make-up artists

Outcome 2

Understand the principles of working with others in the make-up industry

2.1 Communication methods that support working in the make-up industry
2.2 Behaviours that support working in the make-up industry
2.3 Sales opportunities when providing make-up services

Hints and tips

Your appearance is a great advertisement of your skill. Look after your skin and make-up throughout the day to show what products can do.

Values and behaviours

Treat everyone equally, ensuring that you do not make any unsuitable comments regarding age, gender, disability, sexual orientation, race, religion, marital status, and so on.

Barnet College

Unit planner

Unit 201: Principles of working in the make-up industry

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

What I know

What I want to learn

Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the trade test or skills check.

What I have learnt

What do you need to know?

Unit 201: Principles of working in the make-up industry

This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

The external assessment will come from the mandatory content of this qualification to confirm your breadth of knowledge and understanding.

You need to:
Safe working practices when working in the make-up industry
○ understand the importance of following health and safety working practices in order to prevent injuries, accidents and cross-infection
understand the principles of working safely, including: ○ avoiding cross-contamination (decanting products, using disposable applicators), ○ maintaining safe working environmental conditions (lighting, temperature, personal space, ventilation), ○ use and disposal of products and waste, ○ first aid procedures, ○ fire and evacuation procedures, ○ firefighting equipment, ○ Personal Protective Equipment (PPE) for self and client (gowns, masks, gloves, hairband)
understand the importance of risk assessments and the process for carrying them out, including: ○ identifying hazards, ○ deciding who might be harmed and how, ○ evaluating risks and deciding on precautions, ○ recording findings, ○ implementing recommendations, ○ reviewing as required
Legislation relevant to the make-up artistry industry
understand types of health and safety legislation and their impact on the working practices of make-up artists, including: ○ Health and Safety at Work Act, ○ Personal Protective Equipment at Work Regulations, ○ Control of Substances Hazardous to Health Regulations (COSHH), ○ Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR), ○ Data Protection Act
Skin sensitivity tests to be carried out before make-up artistry
understand procedures for carrying out skin sensitivity tests and the importance of following them, including: ○ skin tests (adhesives, adhesive remover, latex, product), ○ process (timescales, placement), ○ factors to consider (medication, pregnancy, general health)
Contra-indications and contra-actions that influence make-up artistry
understand the characteristics of different reactions to skin sensitivity tests, including: ○ negative reactions (swelling, redness, heat, rash, body language), ○ positive reactions (no reaction)

Continues on next page

London College of Beauty Therapy

Unit 201: Principles of working in the make-up industry

You need to:
Contra-indications and contra-actions that influence make-up artistry
understand the types and appearance of contra-indications that may impact make-up artistry services, including: ○ fungal infections, ○ bacterial infections, ○ viral infection, ○ infestations, ○ severe skin conditions, ○ broken bones, ○ recent scar tissue, ○ skin allergies, ○ cuts and abrasions, ○ lumps and swellings
understand the types and appearance of contra-indications that may impact styling hair, including: ○ infestations, ○ cuts and abrasions, ○ scalp or skin disorders, ○ allergies
understand the characteristics of possible contra-actions that may occur during or after make-up is applied, including: ○ severe erythema, ○ swelling, ○ perspiration, ○ watery eyes, ○ irritation, ○ rash
understand remedial actions to be taken to alleviate symptoms that may occur during/after make-up application, including: ○ stopping treatment, ○ removing product, ○ applying cold compress, ○ referring to GP/pharmacist, ○ recording on client record card
Insurance required by make-up artists
understand the importance of having insurance and the different types of insurance needed by make-up artists, including: ○ public liability, ○ product and treatment liability, ○ employer's liability, ○ professional indemnity insurance
understand the importance of maintaining client records and the types of information to be recorded, including: ○ medication currently being taken by client, ○ pregnancy if relevant, ○ general health, ○ signed disclaimer forms, ○ doctor consent if relevant, ○ results of skin sensitivity tests

Continues on next page

"Always use a sterile utensil to dispense products from pots or jars. Never use your fingers as this will cause bacteria to breed within the product and result in cross-contamination."

Ellie Tidy, **Guinot**

GUINOT INSTITUT • PARIS

Claire Morgan Jones

What do you need to know? Continued

Unit 201: Principles of working in the make-up industry

You need to:
Communication methods that support working in the make-up industry
understand methods of communication and their benefits when promoting make-up artistry services
understand methods of written communication, including: social media, emails, mood boards, portfolios, promotional materials
understand methods of communicating with clients and colleagues, including: verbal communication (use of clear and positive language, tone of voice, tailoring make-up artistry terminology to suit client understanding), non-verbal communication (body language, eye contact, facial expressions, active listening, posture)
understand the impact of poor communication from make-up artists, including: loss of current and future business, poor reputation, client confusion or misunderstanding
Behaviours that support working in the make-up industry
understand characteristics of professional behaviour and the importance of displaying them at all times when working as a make-up artist, including: professional attitude (teamwork, show respect, reliable, honest, ethical, attentive, polite), effective time management (attendance, punctuality, efficient working practices), personal presentation (good personal hygiene, neat hair and nails, appropriate clothing, body language)
Sales opportunities when providing make-up services
understand the principles of the sales cycle and the relationship between providing make-up artistry services and selling products
understand how to create a rapport with clients, including: meeting and greeting, positive body language
understand how to consult with clients to investigate wants and needs, including: questioning – open and closed, active listening, summarising, investigating current product usage
understand how to match and present products to clients, including: colour matching, demonstrating product application, describing features and benefits, link selling
understand how to close sales, including: identifying buying signals, identifying objections, asking for the sale, identifying repeat business opportunities

Iakov Filimonov/Shutterstock.com

Useful words

Unit 201: Principles of working in the make-up industry

Some terms that you will come across in this unit are explained below.

Abrasions
An injury caused by something that rubs or scrapes against the skin.

Active ingredients
The components of a product that produce its chemical or biological effect.

Contra-action
An unfavourable reaction that may occur either during or after the treatment, eg skin swelling or excessive erythema.

Contra-indication
A condition that will prevent the make-up treatment being carried out, eg conjunctivitis.

Bedford College

Hazard
Anything with the potential to cause harm, eg electricity and chemicals.

Andover College

PPE
Personal Protective Equipment. Equipment such as gloves, aprons and respiratory equipment that is intended to be worn or held by a person at work to protect them against one or more risks to their health and safety.

Risk
The likelihood or chance that a hazard will actually cause harm.

Sanitisation
Making an item, tool or workspace clean and hygienic.

Sterilisation
The complete destruction of bacteria, micro-organisms and their spores.

Toxic
Containing poisonous material that could cause injury or death.

iStockphoto.com/pringletta

Hints and tips

Buy fashion magazines both for inspiration and to keep on top of what is on trend.

Self-reflection and observation feedback

Unit 201: Principles of working in the make-up industry

Use this section to reflect on your performance as you practise and develop your skills. Give yourself a score from the 'Level of my performance' key below and add your comments. Your tutor will also give you feedback based on their observation.

Level of my performance

1 I am still learning this technique
2 I am still practising this technique
3 I can now demonstrate competence of this technique
4 I can now work at commercial standard and timings for this technique

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Continues on next page

Unit 201: Principles of working in the make-up industry

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Supplementary comments

Unit 201: Principles of working in the make-up industry

Use this space to record any workplace, employer or client comments.

Comments	Date

Has all topic content been covered?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 34.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature: Date:

Assessor signature: Date:

IQA signature (if sampled): Date:

Dmytro Zinkevych/Shutterstock.com

Unit 202: Anatomy and physiology for make-up artists

This unit introduces you to the essential anatomy and physiology that make-up artists need. As the face shape is created by the underlying bone and muscle structure, a make-up artist needs to know facial anatomy and proportions to be able to enhance a person's features. It is also important to know about the bones of the skull when styling hair, as well as knowing proportions of the face and head, to ensure a balanced look.

It is important for make-up artists to gain an understanding into the function of the skin and its underlying structures. The skin is a canvas for make-up, and therefore the appearance and condition of the skin will make a difference on the choice of products used and the application techniques. This unit also offers you basic knowledge of different hair types and how the hair growth cycle works, enabling you to create the best hairstyles for your clients.

What is this unit about?

Unit 202: Anatomy and physiology for make-up artists

Mandatory

This unit has **three** outcomes.

Outcome 1
Know the structure and functions of skin and hair

Outcome 2
Know the skeletal system

Outcome 3
Know the muscles of the face and upper body

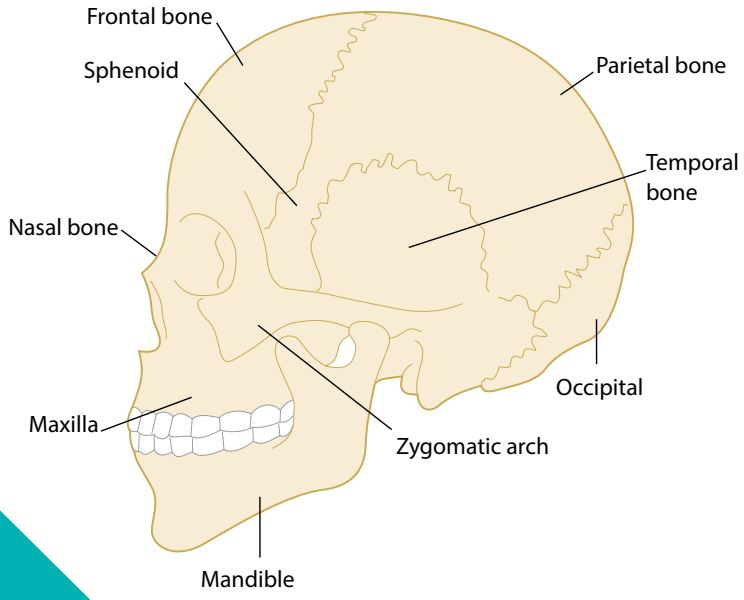
Getting started

Introduce yourself to the unit by asking yourself:

- What is the function of the skin?
- Why do we have different types of hair over the body?
- Do I know the names of any bones of the face and upper body?
- Could I identify any muscles of the face?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this information to services, in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the spa or salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the make-up sector.



Barking Dog Art

Hints and tips

When revising actions of the facial muscles, use a mirror to assist you. Run through a range of expressions and link them with the associated muscles.

Unit 202: Anatomy and physiology for make-up artists

Topics

Outcome 1
Know the structure and functions of skin and hair
1.1 Structure and function of skin
1.2 Characteristics and structure of hair

Outcome 2
Know the skeletal system
2.1 The function of the skeletal system
2.2 The location of bones in the face and upper body

Outcome 3
Know the muscles of the face and upper body
3.1 The location of the muscles of the face
3.2 The location of the muscles of the upper body

Jo Ann Snover

Values and behaviours
Keep a note on the client's records of any raised moles they have and be aware of any sudden changes in colour or size, or if the mole begins to weep or bleed. Avoid excessive stimulation over and around the mole.

Unit planner

Unit 202: Anatomy and physiology for make-up artists

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

What I know

What I want to learn

Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the trade test or skills check.

What I have learnt

What do you need to know?

Unit 202: Anatomy and physiology for make-up artists

This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

The external assessment will come from the mandatory content of this qualification to confirm your breadth of knowledge and understanding.

You need to:
Structure and function of skin
understand the structure of the skin, including: ○ epidermis (horny, clear, granular, prickle cell, basal), ○ dermis (collagen and elastin), ○ subcutaneous layer (adipose tissue), ○ keratin, ○ pigmentation
understand the function of the skin, including: ○ sensation (pain, touch, cold, heat), ○ protection (acid mantle, melanin), ○ heat regulation, ○ absorption, ○ secretion (sebum), ○ excretion, ○ production of vitamin D
Characteristics and structure of hair
understand types of hair, including: ○ vellus, ○ lanugo, ○ terminal
understand the structure of hair, including: ○ cuticle, ○ cortex, ○ medulla
understand the hair growth cycle, including: ○ anagen (active), ○ catagen (changing), ○ telogen (resting)

Continues on next page

> Your skin sheds over 30,000 dead skin cells every minute of the day. This is part of the natural repair process of your skin barrier function. Healthy skin means regular cell renewal of the protective epidermal barrier.

Jacquie Slater, **Dermalogica**

dermalogica®

Yoko design/Shutterstock.com

Unit 202: Anatomy and physiology for make-up artists

You need to:
The function of the skeletal system
understand the function of the skeletal system, including: ○ support, ○ protection, ○ movement, ○ storage, ○ attachment, ○ development of red blood cells
The location of bones in the face and upper body
understand the location of the facial bones, including: ○ frontal, ○ zygomatic, ○ nasal, ○ mandible, ○ maxillae
understand the location of the skull bones, including: ○ temporal, ○ occipital, ○ parietal, ○ sphenoid
understand the location of the upper body bones, including: ○ scapula, ○ clavicle, ○ sternum, ○ vertebrae, ○ humerus, ○ ulna, ○ radius, ○ carpals, ○ metacarpals, ○ phalanges

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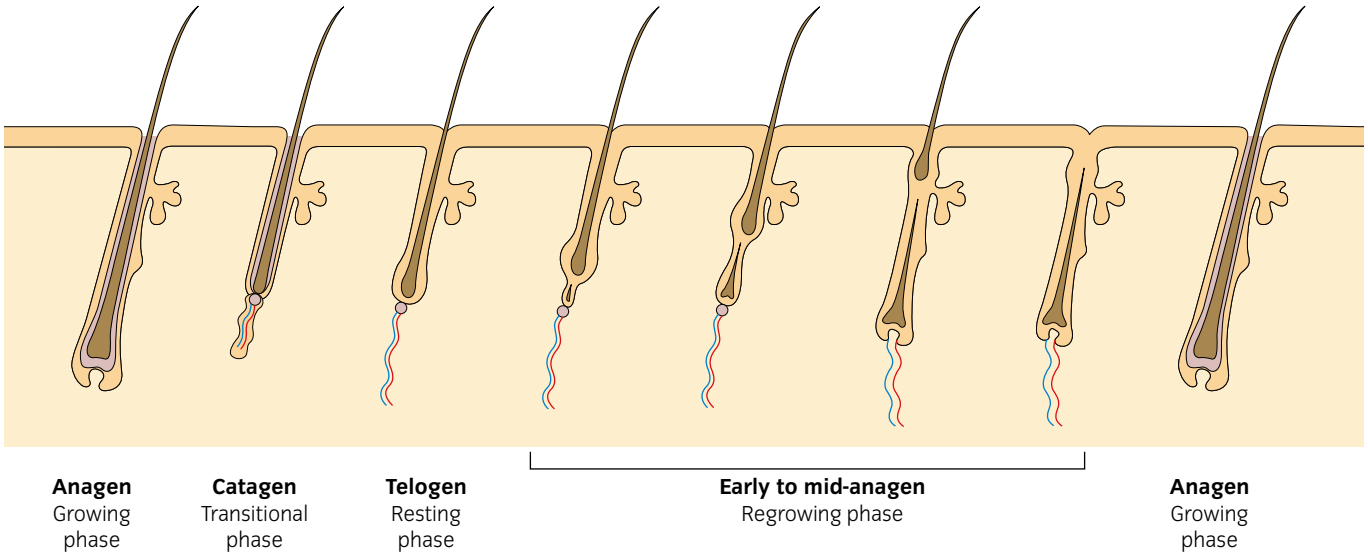


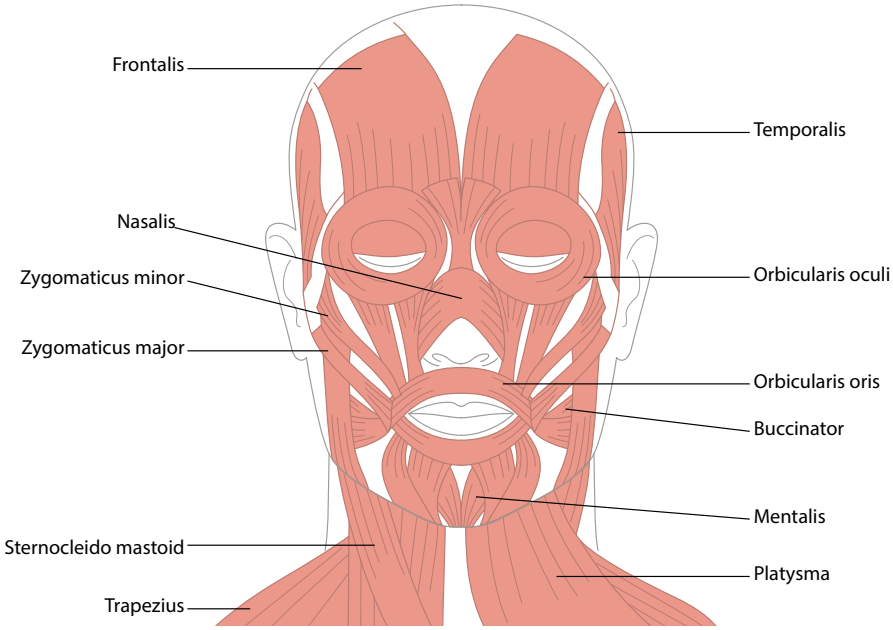
Barking Dog Art

Unit 202: Anatomy and physiology for make-up artists

You need to:
The location of the muscles of the face
understand the location of the muscles of the face, including: ○ frontalis, ○ obicularis oculi, ○ zygomaticus, ○ obicularis oris, ○ mentalis, ○ nasalis, ○ buccinator
The location of the muscles of the upper body
understand the location of the muscles of the upper body, including: ○ platysma, ○ sternocleido mastoid, ○ levator scapula, ○ deltoid, ○ trapezius

Hints and tips

Learning correct anatomical names and physiological terms will be invaluable as you progress with your qualifications. Reading and understanding the theory behind your skills will be easier and it will help you to be accurate in the execution of the techniques you are currently learning.



Barking Dog Art

Useful words

Unit 202: Anatomy and physiology for make-up artists

Some terms that you will come across in this unit are explained below.

Absorption
The process whereby chemicals or nutrients enter the bloodstream via the stomach or intestines.

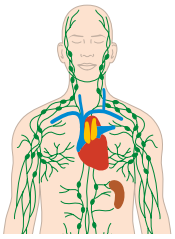
Sebastian Kaulitzki/Shutterstock.com

Cardiovascular system
The description of something relating to the heart and blood vessels.

Desquamation
This is also known as 'skin peeling': the shedding of the outer layers of the skin.

Excretion
The process our bodies use to get rid of unwanted substances. The skin is a minor excretory organ that excretes sweat (containing water), salts, urea and uric acids.

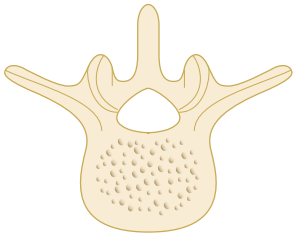
Lymphatic system
The network of vessels and organs that stretches throughout the body, providing transport of nutrients to tissues and draining excess fluid from spaces between cells into the bloodstream.



Barking Dog Art

Osmosis
The movement of water molecules from a weaker or more diluted solution through a semi-permeable membrane.

Physiology
The biology of a living organism and the way bodily parts function.



Barking Dog Art

Vertebrae
The series of small bones that form the spine (backbone).

> Did you know that your body regenerates itself at night? That is why sleep is so important – it keeps our systems running smoothly and our skin in good shape.
>
> Lesley Corridan, **Dermalogica**

dermalogica®

Self-reflection and observation feedback

Unit 202: Anatomy and physiology for make-up artists

Use this section to reflect on your performance as you practise and develop your skills. Give yourself a score from the 'Level of my performance' key below and add your comments. Your tutor will also give you feedback based on their observation.

Level of my performance

1 I am still learning this technique
2 I am still practising this technique
3 I can now demonstrate competence of this technique
4 I can now work at commercial standard and timings for this technique

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Continues on next page

Self-reflection and observation feedback Continued

Unit 202: Anatomy and physiology for make-up artists

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Supplementary comments

Unit 202: Anatomy and physiology for make-up artists

Use this space to record any workplace, employer or client comments.

Comments	Date

Has all topic content been covered?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 46.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

IQA signature (if sampled): _____ Date: _____

Trinet Uzun/Shutterstock.com

Unit 203: Principles of researching, planning and showcasing designs

This unit is an introduction to research, equipping learners to draw information from a variety of sources. The ability to research and design a look is an imperative skill for a make-up artist to have; whether working on a photographic shoot or creating a bespoke look for a bride, understanding research sources and how to interpret research is a vital skill.

You will use research to create your own individual designs and explore your creativity and imagination. You will create mood boards and face and hair charts using your gathered information to design and develop looks appropriate for different occasions. You will produce a portfolio to showcase different technical skills and final looks that have been created throughout the qualification.

What is this unit about?

Unit 203: Principles of researching, planning and showcasing designs

Mandatory

This unit has **three** outcomes.

Outcome 1
Understand the principles of researching for make-up artistry designs

Outcome 2
Understand the principles of planning make-up designs

Outcome 3
Understand the principles of showcasing designs

GlebStock/Shutterstock.com

Getting started

Introduce yourself to the unit by asking yourself:

- Why is researching an important part of my design?
- Where can I gain inspiration and ideas?
- How has the past influenced current day make-up trends?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this information to treatments, in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the spa or salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the make-up sector.

Hints and tips

Think about every detail of the design you want to create, so that it all comes together for the overall look you want.

Unit 203: Principles of researching, planning and showcasing designs

Topics

Outcome 1
Understand the principles of researching for make-up artistry designs
1.1 Researching for make-up designs
1.2 Influences on current make-up trends

Outcome 2
Understand the principles of planning make-up designs
2.1 Planning for make-up and hair design
2.2 Budgeting for make-up artistry services

Outcome 3
Understand the principles of showcasing designs
3.1 Producing portfolios
3.2 Showcasing make-up design ideas

Hints and tips

Accurate planning is important when creating an image to make sure you have all the necessary resources and you don't go over budget.

Africa Studio/Shutterstock.com

Unit planner

Unit 203: Principles of researching, planning and showcasing designs

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

What I know

What I want to learn

Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the trade test or skills check.

What I have learnt

What do you need to know?

Unit 203: Principles of researching, planning and showcasing designs

This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

The external assessment will come from the mandatory content of this qualification to confirm your breadth of knowledge and understanding.

You need to:
Researching for make-up designs
understand the benefits of carrying out research using a variety of sources, including: ○ sourcing inspiration for own designs, ○ gaining industry knowledge, ○ understanding how the industry works and interacts with other industries, ○ developing creativity and imagination, ○ enhancing own technical skills by observing others, ○ identifying different career paths and opportunities
understand types of primary research sources, including: ○ other creatives in the industry who may provide inspiration (photographers, hair stylists, fashion designers, make-up artists, artists), ○ family and friends alive in different fashion eras or from different cultures and traditions
understand types of secondary research sources, including: ○ books, ○ magazines, ○ comics, ○ internet, ○ social media, ○ film and television, ○ theatre, ○ musicals, ○ fashion shows, ○ hair and make-up shows/seminars, ○ bridal shows, ○ museums, ○ make-up competitions, ○ global environment

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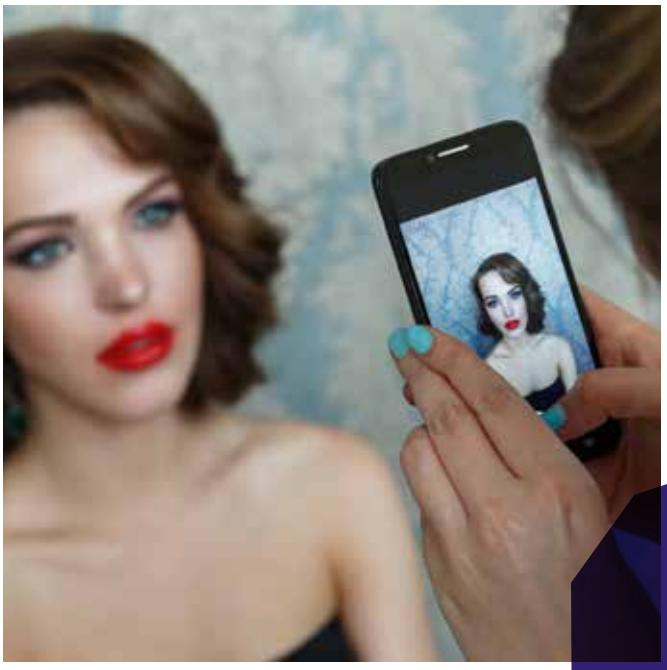
"Good skin preparation is essential for achieving a perfect base. Foundation sits evenly and lasts much longer on clean and moisturised skin."

Olly Fisk, **Brand ambassador for Mistair**

mistair™



BLACKDAY/Shutterstock.com

Unit 203: Principles of researching, planning and showcasing designs

You need to:
Influences on current make-up trends
understand the influence of historical looks on current trends, including: ○ 1920, ○ 1950, ○ 1960, ○ 1990
understand the influence of global culture on current trends, including: ○ Africa, ○ Europe, ○ Asia, ○ Native-American
understand vehicles of influence on current trends, including: ○ social media, ○ blogging, ○ vlogging, ○ magazines
Planning for make-up and hair design
understand the advantages of producing mood boards and face and hair charts, including: ○ expressing ideas in relation to briefs, ○ initiating discussions about design ideas, ○ presenting to clients, ○ supporting the agreement of ideas, ○ developing ideas and themes, ○ showcasing creative skills, ○ continuity when producing designs, ○ working from a template
understand the content of moods boards, including: ○ sources of inspiration, ○ textures and materials, ○ photos, ○ designs, ○ face charts, ○ creative stories, ○ techniques and products to create looks
understand the content of face and hair charts, including: ○ agreed make-up design, ○ colour selection, ○ application and techniques, ○ products and brands

Continues on next page

Sam Aronov/Shutterstock.com

What do you need to know? Continued

Unit 203: Principles of researching, planning and showcasing designs

You need to:
Budgeting for make-up artistry services
understand the principles of budgeting when designing different looks, including: ○ affordability for clients, ○ profit for make-up artists, ○ travel, ○ products, ○ personal expenses, ○ time, ○ insurance
Producing portfolios
understand the advantages of producing a portfolio, including: ○ self-promotion, ○ evidencing designs and looks produced, ○ demonstrating skills, techniques, creativity and style, ○ gaining employment, ○ securing clients, ○ progressing to employment or further learning, ○ networking
understand the content of portfolios, including: ○ before and after photographs, ○ variety of looks, ○ business cards, ○ CV
Showcasing make-up design ideas
understand methods of showcasing make-up designs and looks, including: ○ social media, ○ competitions, ○ bridal and make-up shows, ○ interviews

"Always practise the make-up application if you have designed it for a theme, as the make-up artist needs to ensure the model and theme work well together."
Sita Gill

Nejron Photo/Shutterstock.com

Useful words

Unit 203: Principles of researching, planning and showcasing designs

Some terms that you will come across in this unit are explained below.

joingate/Shutterstock.com

CV
Short for curriculum vitae; a brief account of a person's education, qualifications and previous occupations.

Evaluation methods
Different ways of getting feedback – these could include team meetings, feedback from your tutor or self-evaluation.

Rex Features

Mood board
A combination of images, colours and textures – a collection of all your first ideas.

Portfolio
A collection of works that are representative of a person's skills and accomplishments.

Primary research
Original primary data collected by the researcher.

Secondary research
Gathering existing data that has already been produced, for example from the internet, magazines and books.

Techniques
The different methods used to create the finished image, for example make-up techniques, application of false eyelashes, clothes and hair.

Theme
A set outline, for example images reflecting an era or the front cover of a fashion magazine.

Subbotina Anna/Shutterstock.com

wavebreakmedia/Shutterstock.com

Self-reflection and observation feedback

Unit 203: Principles of researching, planning and showcasing designs

Use this section to reflect on your performance as you practise and develop your skills. Give yourself a score from the 'Level of my performance' key below and add your comments. Your tutor will also give you feedback based on their observation.

Level of my performance

1 I am still learning this technique
2 I am still practising this technique
3 I can now demonstrate competence of this technique
4 I can now work at commercial standard and timings for this technique

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Continues on next page

Self-reflection and observation feedback Continued

Unit 203: Principles of researching, planning and showcasing designs

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Supplementary comments

Unit 203: Principles of researching, planning and showcasing designs

Use this space to record any workplace, employer or client comments.

Comments	Date

Has all topic content been covered?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 58.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature: Date:

Assessor signature: Date:

IQA signature (if sampled): Date:

Olena Yakobchuk/Shutterstock.com

Unit 204:
The art of applying make-up

This unit will develop your knowledge of the variety of skin tones and face shapes found in different people, providing you with a wide range of application techniques at your disposal to allow you to create total looks for models and clients. This is an essential skill for a professional make-up artist. The techniques covered will provide the core skills needed of a make-up artist and you will have the opportunity to experiment with different techniques, products, tools, equipment and lighting. Applying make-up is an artistic skill that allows you to express your individual creativity.

What is this unit about?

Unit 204: The art of applying make-up

Mandatory

This unit has **three** outcomes.

Outcome 1
Understand tailoring services to individual client characteristics

Outcome 2
Understand the uses of products, tools and equipment

Outcome 3
Create looks using make-up techniques

Getting started

Introduce yourself to the unit by asking yourself:

- How does the colour wheel impact my make-up choice?
- What is colour correction?
- How will using natural and incandescent lighting affect my make-up selection?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others, in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the spa or salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the make-up sector.

> ‘I always think of a lilac concealer as a make-up artist’s secret weapon as it livens up dull, tired-looking skin.’
>
> Angela Wheat, **Gemini Beauty**

Michael Zysman/Shutterstock.com

Hints and tips

To prevent any cross-contamination, decant your make-up products onto a make-up palette and always sharpen eye pencils before use. Also avoid blowing onto make-up palettes and brushes. This is unhygienic and unprofessional!

Unit 204: The art of applying make-up

Topics

Outcome 1
Understand tailoring services to individual client characteristics
1.1 Skin colour, types and tones
1.2 Colour correction
1.3 Enhancing and correcting face shapes

Outcome 2
Understand the uses of products, tools and equipment
2.1 Make-up products
2.2 Tools and equipment for make-up artistry
2.3 Care of products, tools and equipment

Outcome 3
Create looks using make-up techniques
3.1 Photographic make-up
3.2 Prepare for make-up services
3.3 Provide make-up artistry services
3.4 Provide aftercare advice and recommendations

Hints and tips

Always add a little moisturiser to the foundation base when blending around jawline/neck area to prevent any demarcation lines.

iStockphoto.com/Quavondo

Values and behaviours
After the job, it is important to gain as much feedback as possible to help you evaluate your work.

Unit planner

Unit 204: The art of applying make-up

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

What I know

What I want to learn

Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the trade test or skills check.

What I have learnt

What do you need to know?

Unit 204: The art of applying make-up

This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

The external assessment will come from the mandatory content of this qualification to confirm your breadth of knowledge and understanding.

You need to:
Skin colour, types and tones
understand the characteristics of different skin colours, including: ○ Asian, ○ Black, ○ Caucasian, ○ multi-ethnic
understand the characteristics of different skin types, including: ○ normal, ○ dry, ○ oily, ○ combination
understand the characteristics of different skin conditions, including: ○ sensitive, ○ mature, ○ dehydrated
understand the characteristics of different skin tones, including: ○ warm, ○ cool, ○ neutral
Colour correction
understand the principles of the colour wheel and how it works in the application of make-up, including: ○ primary colours, ○ secondary colours, ○ tertiary colours, ○ complementary colours
understand how different individual skin variations are corrected, including: ○ red tones are corrected with green, ○ sallow skin tones are corrected with lilac, ○ areas of pigmentation are corrected with orange/peach

Continues on next page

Claire Morgan Jones

Unit 204: The art of applying make-up

You need to:
Enhancing and correcting face shapes
understand the principles of how features relate to each other and how make-up can change the perceived size and shape of features and face shapes, including: ○ oval, ○ square, ○ oblong, ○ round, ○ triangle
Make-up products
understand the effects of different products for the face, including: ○ primer to prepare the skin, ○ foundation to even tone and texture, ○ concealer to cover blemishes and scars, ○ correctors to cover extreme darkness that regular concealers cannot cover, ○ powder to set foundation
understand the effects of different products for the eyes and brows, including: ○ shadow to accentuate eye shape and make eye colour stand out, ○ liner to define and enhance eyes and improve shape, ○ mascara to colour, lengthen and thicken eyelashes, ○ brow powder to define shape and add colour, ○ highlighter to add or accentuate bone structure, ○ tinting kit to change the colour of lash and brow, ○ gels to colour and fix brows, ○ strip lashes to create volume and length, ○ individual lashes to create a natural look and infill missing lashes, ○ adhesives for application of lashes
understand the effects of different products for the cheeks, including: ○ blusher to add healthy look on apples of cheeks and create dramatic contouring under cheek-bone, ○ highlighter to add or accentuate bone structure
understand the effects of different products for the lips, including: ○ lip pencil to define shape, ○ lipstick to add colour, ○ gloss to add shine
understand the effects of different products for body, including: ○ bronzer to give a healthy glow and add contours, ○ self-tan to imitate healthy-looking skin and provide the sun-kissed look, ○ shimmer to add definition and accentuate bone structure
Tools and equipment for make-up artistry
understand the purpose of brushes, including: ○ foundation (round, flat), ○ sponges, ○ kabuki, ○ bronzer, ○ powder, ○ puff, ○ brow, ○ concealer, ○ eye blending, ○ eye contour, ○ eye shader, ○ eye shadow, ○ eye smudger, ○ eye liner, ○ blush (round, angled, fingers), ○ lip
understand the purpose of tools and equipment, including: ○ airbrush, ○ eyelash comb, ○ eyelash curlers, ○ tweezers, ○ disposables, ○ stencils, ○ scissors, ○ white pencil, ○ orange stick, ○ mirror, ○ tint brush, ○ spatula, ○ eyebrow brush

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iStockphoto.com

Unit 204: The art of applying make-up

You need to:
Care of products, tools and equipment
understand methods of caring for products, tools and equipment, including: ○ brush cleaners, ○ sterilising/disinfecting sprays, ○ gentle soap, ○ storage, ○ expiry dates, ○ decant broken products, ○ manufacturers' instructions
Photographic make-up
understand the impact of different photographic effects on make-up application, including: ○ black and white, ○ colour
understand the effects of lighting and backdrops on make-up, including: ○ natural, ○ incandescent, ○ fluorescent, ○ camera lighting (side, back, front), ○ different colour backdrops
Application techniques for face make-up
understand application techniques for primer, including: ○ pat onto skin with fingers or brush
understand application techniques for foundation, including: ○ colour match, test on the jaw line or forehead, ○ buffing with round brush, ○ fingers to blend edges into the hair line, ○ stroke product on with sponge, squeeze the sponge to bring product to surface to cover small blemishes, ○ sweeping strokes using flat brush, ○ blend face make-up into neck and chest area
Application techniques for eye make-up
understand application techniques for eye liner, including: ○ line top and bottom lashes, ○ create flicks, ○ change shape of eye
understand application techniques for eye shadow, including: ○ blending over eye socket, ○ following eye shape, ○ small backward and forward strokes to blend and smooth, ○ rock colour through socket line to emphasise or correct, ○ fading/blending out or in, ○ colour wash
Application techniques for cheek make-up
understand application techniques for blush, including: ○ apply under cheek bone, ○ apply to apple of cheeks, ○ small circular brush movements
understand application techniques for highlighter, including: ○ pat onto cheekbone, ○ blend away harsh lines

Continues on next page

Hints and tips

Remember that when applying wax-based products such as concealers and foundations, you must not over work the product as your fingers will warm the wax and the product will be less efficient.

Capital Hair & Beauty/TIGI

Unit 204: The art of applying make-up

You need to:
Application techniques for lip make-up
understand application techniques for lips, including: ○ line, ○ shape and correction, ○ colour wash, ○ brush-on lip colour
Application techniques for lash and brow make-up
understand techniques for tweezing, including: ○ stretch skin with fingers, pull unwanted hair from the root in the direction of growth
understand techniques for brows, including: ○ apply in the centre of the brow and work outward toward the brow tip then back toward the beginning of the brow, ○ use short, light strokes between the brow hairs, ○ apply more pressure for stronger colour, ○ apply clear brow gel to keep hairs in place
understand application techniques for individual lash clusters, including: ○ apply using tweezers where required
understand application techniques for strip lashes, including: ○ measure, cut and apply using tweezers

Kencana Studio/Shutterstock.com

Hints and tips

Keep checking the make-up from the front of the client to ensure that it is applied evenly to both sides of the client's face.

What do you need to cover?

Unit 204: The art of applying make-up

Scope of content

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved before your trade test. You need to:

Consider the following factors when preparing for make-up application:

- design brief or occasion
- research
- mood boards and face charts
- identify client characteristics
- safe working practices
- adaptations to working practice due to environment
- creating sales opportunities

Prepare clients to apply make-up, to include:

- skin preparation (remove eye make-up, cleanse and tone, apply moisturiser, apply eye cream/gel, exfoliate and condition lips)
- skin tests
- Personal Protective Equipment
- consult and agree look

Prepare self to apply make-up, to include:

- personal presentation
- Personal Protective Equipment
- set up tools and equipment

Continues on next page

The synoptic assignment for this qualification will require you to use your skills and knowledge of a range of treatments from across the mandatory units in this qualification.

"Nothing is impossible. Once you have chosen the desired look, you have to look at how you can achieve it! Always have your final vision in your mind and think about the next step ahead to achieve it."

Fiona Chandler-Day, **Richard Ward Hair and Metrospa**

richard ward™
HAIR & METROSPA

ldutko/Shutterstock.com

What do you need to cover? Continued

Unit 204: The art of applying make-up

Provide make-up artistry services for different occasions, to include:

- natural
- bridal
- special occasions (day at the races, wedding guest, prom)
- evening

Provide aftercare advice and recommendations, to include:

- further product recommendations and sales opportunities
- possible reactions
- advice to prolong the make-up
- methods of removal

Oleg Gekman/Shutterstock.com

> A good knowledge of colour theory will help endlessly, not only with matching clients' skin tones but also in helping to choose complimentary or contrasting colours for eye shadow or lip colour.
>
> Olly Fisk, **Brand ambassador for Mistair**

mistair™

Useful words

Unit 204: The art of applying make-up

Some terms that you will come across in this unit are explained below.

Blotting
Drying of a wet substance on the skin using absorbent material.

iStockphoto.com/Donna Franklin

Blushers
These come in a variety of different forms including creams, powders and liquids, and are used to enhance the cheekbones.

Hertford Regional College

Concealer
A skincare product that is used to cover up blemishes and can brighten dull-looking skin.

Contouring
Using make-up in a particular way to enhance the shape or bone structure of the face.

Eye shadow
Product applied to the eyes; may be in powder, cream or gel form.

Foundation
A make-up product used all over the face to enhance the natural colour, providing an even base on which to work; also gives the skin protection.

Highlighter
Product used to draw attention to an area or feature.

Claire Morgan Jones

Palette
A thin board used to lay and mix colours.

> Every client's face will have slightly different proportions. Ensure you account for this when using corrective techniques.
>
> Penny Hallworth, **Champneys**

CHAMPNEYS
COLLEGE

Scope record

Unit 204: The art of applying make-up

Use this section to track your coverage of the scope of content for this unit.
Tick, date and sign each time you practise the skills listed below.

Factors	Record factors that were considered when preparing for make-up application.		
Design brief or occasion	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Research	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Mood boards and face charts	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Client characteristics	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Safe working practices	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Adaptations to working practice due to environment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Creating sales opportunities	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Continues on next page

Hints and tips

Always use a primer and base to achieve the best possible finish. For oily or acne-prone skin, a primer is essential.

Hertford Regional College

Scope record Continued

Unit 204: The art of applying make-up

Preparation of client	Record the preparation that was carried out prior to make-up application.		
Skin preparation	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Skin tests	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Personal Protective Equipment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Consulting and agreeing look	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Preparation of self	Record the preparation that was carried out prior to make-up application.		
Personal presentation	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Personal Protective Equipment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Set up tools and equipment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Continues on next page

iStockphoto.com/Abel Mitja Varela

Hints and tips

On mature eyes always avoid any iridescence products; they will only highlight any lines, wrinkles or flaws.

Make-up artistry services for different occasions	Record the make-up artistry service that was carried out.		
Natural	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Bridal	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Special occasions	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Evening	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Aftercare advice and recommendations	Record the aftercare advice given following the make-up application.		
Further product recommendations and sales opportunities	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Possible reactions	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Advice to prolong the make-up	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Methods of removal	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Hints and tips

Use a peach or orange tone to neutralise scars.

Anthony Braden

Self-reflection and observation feedback

Unit 204: The art of applying make-up

Use this section to reflect on your performance as you practise and develop your skills. Give yourself a score from the 'Level of my performance' key below and add your comments. Your tutor will also give you feedback based on their observation.

Level of my performance

1 I am still learning this technique
2 I am still practising this technique
3 I can now demonstrate competence of this technique
4 I can now work at commercial standard and timings for this technique

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Continues on next page

Self-reflection and observation feedback Continued

Unit 204: The art of applying make-up

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Supplementary comments

Unit 204: The art of applying make-up

Use this space to record any workplace, employer or client comments.

Comments	Date

Has all topic content been covered?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 70.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature: Date:

Assessor signature: Date:

IQA signature (if sampled): Date:

holbox/Shutterstock.com

Unit 205: Hair artistry

Make-up artist professionals need to possess a wide variety of skills in both make-up application and hair styling. This unit will provide you with the fundamental skills for creating hair styles to complement and complete looks.

This unit will cover a wide range of basic styling techniques, which are essential skills for a professional make-up artist. The techniques covered will provide a sample of what can be achieved, and you will have the opportunity to experiment with different techniques, products, tools and equipment. Remember: when offering make-up artistry sessions, for example when creating bridal or prom looks, both make-up and hair styling skills will be required.

What is this unit about?

Unit 205: Hair artistry

Mandatory

This unit has **two** outcomes.

Outcome 1
Understand the use of products, tools and equipment

Outcome 2
Style hair to complement make-up

Getting started

Introduce yourself to the unit by asking yourself:

- I want to be a make-up artist; why do I need to learn hair styling?
- How do I effectively use heated styling equipment to create different looks?
- How can I design hair styles to complement make-up?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others, in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the spa or salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the make-up sector.

NeonShot/Shutterstock.com

Hints and tips

Hair and make-up should work together to achieve the desired results.

Unit 205: Hair artistry

Topics

Outcome 1
Understand the use of products, tools and equipment
1.1 Products for hair styling
1.2 Tools and equipment
1.3 Care of tools and equipment

Outcome 2
Style hair to complement make-up
2.1 Hair characteristics that may affect styling
2.2 Prepare for hair styling services
2.3 Provide hair styling services
2.4 Provide aftercare advice and recommendations

Hints and tips

Hairpieces, accessories and ornamentation can enhance the overall appearance of the style.

iStockphoto.com/photo_graf

"Always take into account the client's hair type and tailor the products to it; if it's dry, use an oil to increase shine and add moisture, or if it's prone to flyaways, control them with an anti-frizz hairspray. Use the cool shot on your hairdryer to blast the hair with cold air; this helps set the style and fix the hair in place."
Richard Ward, **Richard Ward Hair and Metrospa**

richard ward™
HAIR & METROSPA

Unit planner

Unit 205: Hair artistry

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

What I know

What I want to learn

Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the trade test or skills check.

What I have learnt

What do you need to know?

Unit 205: Hair artistry

This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

The external assessment will come from the mandatory content of this qualification to confirm your breadth of knowledge and understanding.

You need to:
Products for hair styling
understand the effects of different products on hair styling, including: ○ setting lotion, ○ gel spray, ○ hair gel, ○ gel wax, ○ heat protection, ○ mousse, ○ dressing out cream, ○ hairspray, ○ serum, ○ wax, ○ cream, ○ putty, ○ shine spray, ○ salt spray, ○ volumising and texturising powder
Tools and equipment
understand the uses for different tools and equipment, including: ○ combs, ○ brushes, ○ sectioning clips, ○ rollers, ○ pins, ○ grips, ○ water spray, ○ gown, ○ towels, ○ hairdryer, ○ straightener, ○ tong/wand, ○ heated rollers, ○ rollers, ○ hood dryer, ○ clip-in hair weft, ○ padding, ○ ornamentation
Care of tools and equipment
understand methods of caring for tools and equipment, including: ○ barbicide, ○ sterilising spray, ○ gentle soap and water, ○ surgical spirit
Hair characteristics that may affect styling
understand types of hair characteristics and how they impact on styling, including: ○ density, ○ texture, ○ colour, ○ condition, ○ length
understand types of hair growth patterns and how they impact on styling, including: ○ cow's lick, ○ double crown, ○ uneven hairline

Walsall College

What do you need to cover?

Unit 205: Hair artistry

The synoptic assignment for this qualification will require you to use your skills and knowledge of a range of treatments from across the mandatory units in this qualification.

Scope of content

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved before your trade test. You need to:

Consider the following factors when preparing to style hair:

- design brief or occasion
- client hair characteristics and growth patterns
- safe working practices
- adaptions to working practice due to environment
- identify opportunity for creating sales opportunities

Prepare clients for hairstyling, to include:

- shampoo and condition hair if required
- Personal Protective Equipment
- consult and agree look

Prepare self to style hair, to include:

- personal presentation
- Personal Protective Equipment
- set up tools and equipment

Carry out techniques for styling hair, to include:

- setting
- blow drying
- plaiting and twisting
- backcombing
- flat pin curling
- temporary hair additions
- heated styling equipment

Continues on next page

> Creative hairdressing is an artistic form of expression, personal to each creator. Ideas come from many sources, but primarily start with a strong understanding of classic hairdressing. We call them the rules, but creative hairdressing is often about breaking the rules and expressing your creativity.
>
> Andrew Barton, **Award-winning celebrity hairdresser**

Group Momentum/Paul Faltrick

Unit 205: Hair artistry

Provide hair styling to complement make-up for different occasions, to include:

- natural
- bridal
- wedding
- day at the races
- evening
- prom

Provide aftercare advice following hairstyling services, to include:

- further product and service recommendations
- possible reactions
- maintenance advice
- methods of deconstructing the hairstyle

dimid_86/Shutterstock.com

"When finishing a blow dry, products can make all the difference. Products can turn a good blow dry into a perfect one; there are many different serums, oils, waxes and sprays specifically designed to help you create the look you are going for, whether it's beachy and tousled or sleek and glossy."

Richard Ward, **Richard Ward Hair and Metrospa**

richard ward™
HAIR & METROSPA

iStockphoto.com/Dodz Larysa

Useful words

Unit 205: Hair artistry

Some terms that you will come across in this unit are explained below.

MHD

Added hair
A small or large hairpiece, or a small amount of hair attached to a comb or pin, and added to the style.

Callum Warrington/Jamie Harrison

Backcombing
A dressing-out technique with a comb, for giving root lift and/or volume to the hair.

Conventional
Techniques and equipment that are generally used when styling and dressing hair, including setting, pin curling, finger waving, rolls, plaits, twists, curls, woven.

Hair density
How many hairs there are on the head. The more hairs on the head, the denser/thicker it is.

Non-conventional items
Things not usually used when styling and dressing hair, including rags, foil, straws, ribbons, chopsticks, rik-raks, added hair.

Andrew Buckle/Hertford Regional College

Pin curling
A setting technique used to curl or wave the hair and add volume: a spring clip or pin is used to secure the set.

Rik-raks
When the hair is wound around an object and straightening irons are used to secure a wave or bend in the hair.

Roll
Also called vertical or horizontal roll. This is a fold within the hair that can be dressed on its own in a classical style or incorporated with other features.

Traction alopecia
A condition that results in an area of baldness due to excessive tension applied to the hair.

Twists
A small section of hair twisted along the length; a variation is the scalp twist, adding strands of hair into the twist.

Wadding
Used to pad the hair out; an example of this could be a hair donut, sausage or padding used for producing chignons, buns and bridal.

MHD

Andrew Buckle/Hertford Regional College

Scope record

Unit 205: Hair artistry

Use this section to track your coverage of the scope of content for this unit.
Tick, date and sign each time you practise the skills listed below.

Styling factors	Record the factors that were considered when preparing to style hair.		
Design brief or occasion	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Client hair characteristics and growth patterns	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Safe working practices	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Adaptions to working practice due to environment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Opportunity for creating sales opportunities	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Preparation of client	Record the preparation that was carried out prior to styling.		
Shampoo and condition hair if required	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Personal Protective Equipment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Consult and agree look	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Preparation of self	Record the preparation that was carried out prior to styling.		
Personal presentation	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Personal Protective Equipment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Set up tools and equipment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Techniques for styling	Record the styling techniques that were carried out.		
Setting	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Blow drying	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Plaiting and twisting	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Backcombing	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Flat pin curling	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Temporary hair additions	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Heated styling equipment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Continues on next page

Occasions	Record the occasions the hair styling technique was carried out.		
Natural	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Bridal	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Wedding	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Day at the races	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Evening	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Prom	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Aftercare advice and recommendations	Record the aftercare advice given following the hair styling service.		
Further product and service recommendations	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Possible reactions	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Maintenance advice	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Methods of deconstructing the hairstyle	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

iStockphoto.com/alejandrophotography

Self-reflection and observation feedback

Unit 205: Hair artistry

Use this section to reflect on your performance as you practise and develop your skills. Give yourself a score from the 'Level of my performance' key below and add your comments. Your tutor will also give you feedback based on their observation.

Level of my performance

1 I am still learning this technique
2 I am still practising this technique
3 I can now demonstrate competence of this technique
4 I can now work at commercial standard and timings for this technique

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Continues on next page

Self-reflection and observation feedback Continued

Unit 205: Hair artistry

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Supplementary comments

Unit 205: Hair artistry

Use this space to record any workplace, employer or client comments.

Comments	Date

Has all topic content been covered?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 88.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature: Date:

Assessor signature: Date:

IQA signature (if sampled): Date:

iordani/Shutterstock.com

Unit 206: Creative make-up artistry

Creative make-up and hair artistry is an additional skill that gives make-up artists an opportunity to showcase their artistic abilities and gain employability in a variety of settings, including clubs, festivals, theatres and themed parties. Using the knowledge and practical skills achieved in this unit, you will design and apply creative make-up including special effects (eg cuts and bruises), upper body art and face art.

This unit will capture your imagination using a variety of techniques to achieve different effects. You will be shown a range of application techniques to create exciting and innovative designs. The techniques covered will provide a sample of what can be achieved, and you will have the opportunity to experiment with unconventional techniques, products, tools and equipment, drawing inspiration from a variety of sources.

What is this unit about?

Unit 206: Creative make-up artistry

Mandatory

This unit has **two** outcomes.

Outcome 1
Understand the use of products, tools and equipment for creative make-up artistry

Outcome 2
Produce creative make-up artistry looks

Hints and tips

Take inspiration from your research and make it your own. Originality gets noticed. The sky's the limit!

Warpaint

Getting started

Introduce yourself to the unit by asking yourself:

- Where did body art originate from?
- What is colour fading?
- What jobs can I get using my creative make-up skills?

Following your journey through this unit you will have the opportunity to reflect on your performance, action plan for further development and explore linking this service to many others, in order to:

- maximise client satisfaction
- meet client objectives
- understand and apply link selling techniques in preparation for your role within the spa or salon
- explore the concept of trade testing
- prepare yourself for running a busy column within the make-up sector.

Values and behaviours
Make sure to wear Personal Protective Equipment when working, in order to protect yourself and remain clean and tidy.

Unit 206: Creative make-up artistry

Topics

Outcome 1
Understand the use of products, tools and equipment for creative make-up artistry
1.1 Creative make-up products, tools and equipment
1.2 Methods of enhancing creative looks

Outcome 2
Produce creative make-up artistry looks
2.1 Prepare for creative make-up artistry
2.2 Provide creative make-up artistry

Hints and tips

For innovative looks try using make-up in a new way – for example coloured eye shadows for face shading.

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Jade ThaiCatwalk/Shutterstock.com

Unit planner

Unit 206: Creative make-up artistry

Complete the 'What I know' and 'What I want to learn' sections before you begin this unit to help you plan your learning.

What I know

What I want to learn

Complete the 'What I have learnt' section at the end of the unit. This reflection will enable you to apply your skills and knowledge as part of the trade test or skills check.

What I have learnt

What do you need to know?

Unit 206: Creative make-up artistry

This section gives details of what you need to know to ensure all the learning outcomes for this unit can be achieved. Tick the sentences below when you are confident you fully understand these areas.

The external assessment will come from the mandatory content of this qualification to confirm your breadth of knowledge and understanding.

You need to:
Creative make-up products, tools and equipment
understand the uses of different products, tools and equipment for creative visual effects, including: ○ glitter gels, ○ spray paint, ○ coloured powders, ○ grease paints, ○ aqua paints, ○ metallic, ○ brow wax, ○ barrier cream, ○ setting spray, ○ spirit gum/mastic, ○ modelling wax, ○ latex, ○ fake blood, ○ lashes, ○ brushes, ○ sponges, ○ stencils, ○ mixing pallettes, ○ masking tape, ○ colour hair sprays, ○ hair crayons, ○ coloured mascaras
Methods of enhancing creative looks
understand the types of adornments that can enhance creative make-up and hair artistry, including: ○ beads, ○ feathers, ○ paper, ○ glitter, ○ paints, ○ gems

Continues on next page

Hints and tips

Remember that different types of 'blood' are available depending on the desired effect and look.

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What do you need to know? Continued

Unit 206: Creative make-up artistry

You need to:
Application techniques for creative make-up artistry
understand the application techniques for barrier, including: ○ pat onto skin with fingers or brush
understand the application techniques for paint, including: ○ colour match, test on back of hand, ○ freehand – outline pattern with a pencil and apply face paint on top with a brush, ○ blending – fingers, brush or sponge, ○ stippling – pat with a sponge to create a mottled look, ○ stencilling – apply mastic/spirit gum for placement, stipple with a sponge or paint with a brush, ○ glitter – apply spirit gum/mastic, blow onto glue, ○ colour blocking – use masking tape to block out areas for pattern needed, ○ sweeping strokes using flat brush
understand the application techniques for setting colour powder/spray, including: ○ rock with powder puff, ○ sweep over with brush, ○ spray over artwork evenly and sparingly
Produce creative make-up artistry looks
understand types of creative make-up artistry, including: ○ special effects (cuts, bruises), ○ upper body art, ○ face art, ○ fancy dress

Warpaint

‘Inspiration is all around us, in fashion, art, multimedia or nature. It’s vital that you are open to these stimuli and record them in photographs, sketch books or mood boards. Use your camera to record what you see and then think how it can inspire you.’

Andrew Barton, **Award-winning professional hairdresser**

What do you need to cover?

Unit 206: Creative make-up artistry

Scope of content

This section gives details of the scope of content you need to cover to ensure that all the learning outcomes can be achieved before your trade test. You need to:

Consider relevant factors when preparing for creative make-up artistry, including:

- design brief or occasion
- hair characteristics that may affect styling
- client face and skin characteristics
- safe working practices
- adaptions to working practice due to environment (weather, lighting, temperature, position, equipment)

Prepare models for creative make-up artistry, including:

- skin tests
- Personal Protective Equipment
- consulting and agreeing look
- modesty

Prepare self for creative make-up artistry, including:

- personal presentation
- Personal Protective Equipment
- set up tools and equipment

Provide creative hair and make-up artistry, including:

- special effects (cuts, bruises)
- upper body art
- face art
- fancy dress

The synoptic assignment for this qualification will require you to use your skills and knowledge of a range of treatments from across the mandatory units in this qualification.

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Hints and tips

Take inspiration from the leaders in avant-garde like Alex Box, Pat McGrath and many more. Follow creative teams of make-up artists such as Kryolan, Mac, Illamasqua and others.

Becky Starsmore/Shutterstock.com

Useful words

Unit 206: Creative make-up artistry

Some terms that you will come across in this unit are explained below.

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Avant-garde
People or works that are experimental or innovative, particularly in art and culture.

Experimental
Creating something based on untested ideas or techniques which may not be finalised.

Highlighting
Using make-up which emphasises or draws attention to certain features.

Innovation
Creating something completely new or thinking of a new way to do something.

Liquid latex
Used to create artificial skin and scarring effects. When wet, the solution is in liquid form but it dries to a solid, flexible form.

Shading
Using light and dark make-up to bring depth and dimension to the skin.

Sergey Lavrentev/Shutterstock.com

Special effects make-up
The creation of a look including wounds and injuries.

> When applying for jobs, make sure to do your research and know the make-up designer's body of work before writing them a letter.
>
> Jan Sewell, **Warpaint Magazine**

Hints and tips

Experiment with unusual colours and textures for a new look.

Scope record

Unit 206: Creative make-up artistry

Use this section to track your coverage of the scope of content for this unit.
Tick, date and sign each time you practise the skills listed below.

Factors	Record the factors that were considered when preparing for creative make-up artistry.		
Design brief or occasion	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Hair characteristics that may affect styling	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Client face and skin characteristics	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Safe working practices	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Adaptations to working practice due to environment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Preparation for models	Record the preparation that was carried out prior to creative make-up artistry.		
Skin tests	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Personal Protective Equipment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Consulting and agreeing look	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Modesty	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Continues on next page

AlexAnnaButs/Shutterstock.com

Scope record Continued

Unit 206: Creative make-up artistry

Preparation of self	Record the preparation that was carried out prior to creative make-up artistry.		
Personal presentation	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Personal Protective Equipment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Set up tools and equipment	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Creative make-up artistry	Record the creative make-up artistry provided.		
Special effects (cuts, bruises)	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Upper body art	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Face art	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:
Fancy dress	◯ Date and sign:	◯ Date and sign:	◯ Date and sign:

Melissa Jenkins

Self-reflection and observation feedback

Unit 206: Creative make-up artistry

Use this section to reflect on your performance as you practise and develop your skills. Give yourself a score from the 'Level of my performance' key below and add your comments. Your tutor will also give you feedback based on their observation.

Level of my performance

1 I am still learning this technique
2 I am still practising this technique
3 I can now demonstrate competence of this technique
4 I can now work at commercial standard and timings for this technique

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Continues on next page

Self-reflection and observation feedback Continued

Unit 206: Creative make-up artistry

Date	Self-reflection (Learner)	Score	Observation feedback (Tutor)	Score

Supplementary comments

Unit 206: Creative make-up artistry

Use this space to record any workplace, employer or client comments.

Comments	Date

Has all topic content been covered?

This section must be signed when all the topic content has been covered. Remember to fill in the 'What I have learnt' section on page 102.

We confirm that this evidence is authentic and the assessments were conducted under specified conditions and that all the performance criteria, range and essential knowledge requirements have been met for this unit.

Candidate signature: Date:

Assessor signature: Date:

IQA signature (if sampled): Date:

London College of Beauty Therapy

More information

Health and safety and other legislation

It is essential to know your responsibilities for health and safety as defined by any specific legislation covering your job role. The following are the principal items of legislation which apply to general salon operations and, therefore, to employers and employees/trainees alike.

- Health and Safety at Work Act.
- The Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR).
- The Health and Safety (First Aid) Regulations.
- The Regulatory Reform (Fire Safety) Order.
- The Manual Handling Operations Regulations.
- The Control of Substances Hazardous to Health (COSHH) Regulations.
- The Electricity at Work Regulations.
- The Environmental Protection Act.
- The Management of Health and Safety at Work Regulations.
- The Health and Safety (Information for Employees) Regulations.
- Data Protection Act.
- Working Time Directives.
- Cosmetic Products Regulations.
- Sale of Goods Act.
- Distance Selling Regulations (note: replaced June 2014 by Consumer Contracts Regulations).
- Trade Descriptions Act.
- Consumer Protection legislation.
- Disability Discrimination Act.

Central Sussex College

Environmental and sustainable working practices

You must know the different types of working methods that promote environmental and sustainable working practices. These form part of the knowledge range required for your qualification.

1. Reducing waste and managing waste (recycle, reuse, safe disposal).
2. Reducing energy usage (energy efficient appliances, low energy lighting, utilising solar panels).
3. Reducing water usage and other resources.
4. Preventing pollution.
5. Using disposable items.
6. Using recycled, eco-friendly furniture.
7. Using low-chemical paint.
8. Using organic and allergy-free nail products.
9. Using environmentally friendly product packaging.
10. Choosing responsible domestic products (Fairtrade tea and coffee).
11. Encouraging carbon-reducing journeys to work.

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Glossary of terms

Abrasions
An injury caused by something that rubs or scrapes against the skin.

Absorption
The process whereby chemicals or nutrients enter the bloodstream via the stomach or intestines.

Active ingredients
The components of a product that produce its chemical or biological effect.

Added hair
A small or large hairpiece, or a small amount of hair attached to a comb or pin, and added to the style.

Avant-garde
People or works that are experimental or innovative, particularly in art and culture.

Backcombing
A dressing-out technique with a comb, for giving root lift and/or volume to the hair.

Blotting
Drying of a wet substance on the skin using absorbent material.

Blushers
These come in a variety of different forms including creams, powders and liquids, and are used to enhance the cheekbones.

Cardiovascular system
The description of something relating to the heart and blood vessels.

Concealer
A skincare product that is used to cover up blemishes and can brighten dull-looking skin.

Contouring
Using make-up in a particular way to enhance the shape or bone structure of the face.

Contra-action
An unfavourable reaction that may occur either during or after the treatment, eg skin swelling or excessive erythema.

Contra-indication
A condition that will prevent the make-up treatment being carried out, eg conjunctivitis.

Conventional
Techniques and equipment that are generally used when styling and dressing hair, including setting, pin curling, finger waving, rolls, plaits, twists, curls, woven.

CV
Short for curriculum vitae; a brief account of a person's education, qualifications and previous occupations.

Desquamation
This is also known as 'skin peeling': the shedding of the outer layers of the skin.

Evaluation methods
Different ways of getting feedback – these could include team meetings, feedback from your tutor or self-evaluation.

Excretion
The process our bodies use to get rid of unwanted substances. The skin is a minor excretory organ that excretes sweat (containing water), salts, urea and uric acids.

Experimental
Creating something based on untested ideas or techniques which may not be finalised.

Eye shadow
Product applied to the eyes; may be in powder, cream or gel form.

Foundation
A make-up product used all over the face to enhance the natural colour, providing an even base on which to work; also gives the skin protection.

Hair density
How many hairs there are on the head. The more hairs on the head, the denser/thicker it is.

Hazard
Anything with the potential to cause harm, eg electricity and chemicals.

Highlighter
Product used to draw attention to an area or feature.

Highlighting
Using make-up which emphasises or draws attention to certain features.

Innovation
Creating something completely new or thinking of a new way to do something.

Liquid latex
Used to create artificial skin and scarring effects. When wet, the solution is in liquid form but it dries to a solid, flexible form.

Lymphatic system
The network of vessels and organs that stretches throughout the body, providing transport of nutrients to tissues and draining excess fluid from spaces between cells into the bloodstream.

Mood board
A combination of images, colours and textures – a collection of all your first ideas.

Non-conventional items
Things not usually used when styling and dressing hair, including rags, foil, straws, ribbons, chopsticks, rik-raks, added hair.

Osmosis
The movement of water molecules from a weaker or more diluted solution through a semi-permeable membrane.

Palette
A thin board used to lay and mix colours.

Physiology
The biology of a living organism and the way bodily parts function.

Pin curling
A setting technique used to curl or wave the hair and add volume: a spring clip or pin is used to secure the set.

Portfolio
A collection of works that are representative of a person's skills and accomplishments.

PPE
Personal Protective Equipment. Equipment such as gloves, aprons and respiratory equipment that is intended to be worn or held by a person at work to protect them against one or more risks to their health and safety.

Primary research
Original primary data collected by the researcher.

Rik-raks
When the hair is wound around an object and straightening irons are used to secure a wave or bend in the hair.

Risk
The likelihood or chance that a hazard will actually cause harm.

Roll
Also called vertical or horizontal roll. This is a fold within the hair that can be dressed on its own in a classical style or incorporated with other features.

Sanitisation
Making an item, tool or workspace clean and hygienic.

Secondary research
Gathering existing data that has already been produced, for example from the internet, magazines and books.

Shading
Using light and dark make-up colours to bring depth and dimension to the skin.

Special effects make-up
The creation of a look including wounds and injuries.

Sterilisation
The complete destruction of bacteria, micro-organisms and their spores.

Techniques
The different methods used to create the finished image, for example make-up techniques, application of false eyelashes, clothes and hair.

Theme
A set outline, for example images reflecting an era or the front cover of a fashion magazine.

Toxic
Containing poisonous material that could cause injury or death.

Traction alopecia
A condition that results in an area of baldness due to excessive tension applied to the hair.

Twists
A small section of hair twisted along the length; a variation is the scalp twist, adding strands of hair into the twist.

Vertebrae
The series of small bones that form the spine (backbone).

Wadding
Used to pad the hair out; an example of this could be a hair donut, sausage or padding used for producing chignons, buns and bridal.

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