

Unit 6: Apply Make-up

Unit code:	J/601/4222
QCF Level 2:	BTEC National
Credit value:	5
Guided learning hours:	41

● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The unit is about make-up application. To carry out this unit the learner will need to maintain effective health, safety and hygiene procedures throughout their work.

● Unit introduction

In this unit learners will develop the knowledge, understanding and skills required for a popular area of work within beauty therapy – make-up application. Make-up treatments can be carried out on their own or as part of a special service, for example as part of a wedding package. Learners will appreciate the differences between day, evening and special occasion make-up.

Learners will explore key aspects of pre-treatment preparation procedures, including selecting products, cosmetics, tools and materials for make-up treatments. Learners will develop their organisational skills to plan the treatment and ensure all necessary tools, materials and products are within easy reach.

Learners will have the opportunity to identify the main skin types, structures and functions of the skin, to make suitable decisions when selecting products and cosmetics. They will also develop knowledge of the factors that affect the ageing process, and how to adapt make-up application techniques to enhance the facial characteristics of a range of clients.

This unit gives learners an opportunity to showcase their creative side, drawing on their artistic skills and techniques to apply make-up treatments. The unit also develops professional skills, with an emphasis on following safe and hygienic working practices within the salon environment.

This unit also appears in the Edexcel BTEC Level 2 Extended Certificate/Diploma in Beauty Therapy Services/Beauty Therapy.

● Learning outcomes

On completion of this unit a learner should:

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

Unit content

1 Be able to prepare for make-up

Preparation: of themselves (personal presentation/hygiene, protective attire); of client (positioning, protective attire, gown/headband/sectioning clips, skin preparation); salon

Preparation of work area: environmental conditions eg heating, lighting, ventilation, atmosphere; salon and client requirements

Client consultation: consultation techniques (questioning, visual, manual examination, reference to client records); treatment objectives; skin analysis; contraindications eg eczema, allergies; clear recommendations; agree treatment plan; client confidentiality

Products, tools and equipment: foundation eg liquid, cream/oil based, mousse, all-in-one; powder; blusher eg cream, powder; eyeshadow eg cream or powder; eyeliner eg pencil or liquid; mascara; lipstick; lip gloss; brushes; palettes; sponges; mirror; sharpener; cotton buds; cotton wool; tissues

Skin types, conditions and characteristics: types (normal, oily, dry, combination); conditions (sensitive, dehydrated, mature, congested, damaged); characteristics (texture, pigment, melanin, ethnicity)

2 Be able to apply make-up

Communication and behaviour: professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

Health and safety working practices: sterilisation and sanitation methods; safe use of tools and equipment; Health and Safety at Work Act (HASAWA) 1974; The Personal Protective Equipment (PPE) at Work Regulations 1992; Control of Substances Hazardous to Health (COSHH) Regulations 2002; waste disposal

Make-up application: positioning of therapist and client; use of products, tools, equipment and techniques to suit client; corrective methods (highlight, shade, define); adapting techniques to suit client; complete treatment to client's satisfaction; record results; contra-actions and response (watery eyes, erythema, itching, inflammation)

Occasions: day; evening; special occasion look

Aftercare advice: homecare (ways to avoid contra-actions, removal techniques, recreating the look); retail opportunities (products/future services including repeat treatments)

Anatomy and physiology: structure and functions of the skin; skin diseases and disorders eg eczema, contact dermatitis, eye/skin infections; effect of natural ageing, lifestyle and environmental factors on skin and muscle tone eg smoking, diet, neglect; position and action of muscles of head, neck and shoulders; bones of the head, neck and shoulders; structure and function of blood; structure and function of lymphatic system; benefits of make-up for client's skin and appearance eg enhancement of natural features, correction of natural features, improved client confidence

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 prepare themselves, client and work area for make-up [TW5, SM3]	M1 explain the importance of pre-treatment preparation and pre-treatment activities for make-up applications	D1 assess pre-treatment preparations for make-up applications
P2 use suitable consultation techniques to identify treatment objectives [IE1, IE2, IE5]		
P3 carry out a skin analysis [IE4, RL1]		
P4 provide clear recommendations to the client [EP2, EP4, EP5]		
P5 select products, tools and equipment to suit client treatment needs, skin types and conditions [SM3]		
P6 describe workplace requirements for preparing themselves, the client and work area		
P7 state the environmental conditions suitable for make-up [IE5]		
P8 describe different consultation techniques used to identify treatment objectives		
P9 explain the importance of carrying out a detailed skin analysis		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P10 describe how to select products, tools and equipment to suit client treatment needs, skin types and conditions		
P11 describe how to identify skin types, conditions and characteristics		
P12 describe the contraindications which prevent or restrict make-up application [IE5]		
P13 communicate and behave in a professional manner [TW3, TW4, TW5, SM5, SM6, SM7]		
P14 follow health and safety working practices [SM4]		
P15 position themselves and client correctly throughout the treatment		
P16 use products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions [SM3]		
P17 complete the treatment to the satisfaction of the client to suit a range of occasions [RL3]		
P18 record the results of the treatment		
P19 provide suitable aftercare advice [EP2, EP3, EP4, EP5]		
P20 state how to communicate and behave in a professional manner		
P21 describe health and safety working practices		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P22 state the importance of positioning themselves and the client correctly throughout the treatment		
P23 state the importance of using products, tools, equipment and techniques to suit client's treatment needs, skin type and conditions	M2 explain the suitability of selected products, tools, equipment, techniques and aftercare advice for three different clients	D2 compare the suitability of products, tools, equipment, techniques and aftercare advice for three different clients
P24 explain how to use corrective methods to suit client treatment needs, skin types and conditions		
P25 state the contra-actions that may occur during and following treatments and how to respond [IE5]		
P26 state the importance of completing the treatment to the satisfaction of the client		
P27 state the importance of completing treatment records		
P28 state the aftercare advice that should be provided [EP4]		
P29 describe the structure and functions of the skin	M3 explain ways in which make-up can benefit the client's skin and appearance.	D3 assess the benefits of make-up to the client's skin and appearance.
P30 describe diseases and disorders of the skin		
P31 explain how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone [CT1, CT2, IE1, IE5, IE6]		
P32 state the position and action of the muscles of the head, neck and shoulders		
P33 state the names and position of the bones of the head, neck and shoulders		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P34 describe the structure and function of the blood and lymphatic system for the head, neck and shoulders.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. Clients can be friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales. Centres must adhere to the restrictions outlined by Habia, in *Annexe H*, regarding activities which are unsuitable for learners under 16 years of age to undertake.

Delivery of this unit should be mostly practical, using a variety of delivery methods to stimulate, engage and motivate learners. Tutors are encouraged to demonstrate creative techniques and artistic skills.

Tutors could use role-play exercises to enable learners to practise consultation techniques (visual, manual, questioning referring to client records) and other pre-treatment procedures. Learners should be given the opportunity to work with the relevant tools, materials and equipment. While working on clients, learners should follow all relevant safety precautions and demonstrate sound product knowledge by discussing and selecting the correct products to suit the individual client's requirements.

Learners must also be taught the underpinning theoretical elements regarding make-up application. This could be through a series of workshops, tasks and activities focusing on, for example, day, evening and special occasion make-up, corrective techniques, health and safety, anatomy and physiology, basic dermatology, contraindications and contra-actions.

It is important that learners appreciate that make-up application is a highly personalised service, and that the client's individual requirements are paramount. Learners need to put the client's requirements and treatment objectives before their own personal preferences, so that clients do not feel self-conscious about the end result. Sometimes a 'less is more' approach should be taken towards make-up application, depending on the client and their needs.

It is essential that learners practise their make-up application skills at every opportunity, either on themselves, peers, friends or family, so they have experience of meeting different client requirements. This unit gives learners the opportunity to demonstrate their creative side, experimenting with different make-up looks and techniques.

Learners should adopt a professional manner when liaising with clients and colleagues. Communication skills and professional behaviour are essential in service industries such as beauty therapy. Listening to the client, discussing and agreeing a treatment plan and providing aftercare advice are essential to a successful treatment.

Learners should be actively encouraged to research and investigate concepts of make-up and the latest developments in product ranges, and be given opportunities to present and discuss their findings to the rest of the group.

This unit could be co-delivered with *Unit 5: Provide Facial Skincare*, and learners could apply make-up to clients following facial skincare treatments.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit.
Assignment 1: Make-up Applications (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2) Tutor introduces the assignment brief.
Professional ways of behaving and communicating, health and safety working practices and salon requirements. Pre-treatment procedures. Preparation (of therapist, client, work area). Consultation techniques, including skin analysis, contraindications, recommendations (demonstrations, role play). Products, tools and equipment. Client treatment needs/objectives. Skin types, conditions and characteristics. Make-up workshops led by tutor demonstrations. Positioning. Techniques to enhance facial characteristics eg corrective techniques. Adapting treatments to suit different client needs (eg skin type/condition/characteristics/facial features) and occasions (eg day, evening, special) Client satisfaction. Post-treatment procedures. Recording results. Aftercare advice (homecare, retail opportunities), contra-actions.
Assignment workshop(s)
Assignment 2: Anatomy and Physiology (P29, P30, P31, P32, P33, P34, M3, D3) Tutor introduces the assignment brief.
Structure and function of the skin. Skin diseases and disorders. Effect of natural ageing, lifestyle and environmental factors. Use of task sheets and diagrams/textbooks relating to muscles and bones of the head, neck and shoulders. Structure and function of blood and lymphatic system for head, neck and shoulders. Ways in which make-up is beneficial to client's skin and appearance.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids.

Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The theoretical aspects of assessment for this unit can be achieved through learners completing centre devised assignments or through adaptation from Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2, P3, P4, P5, P9, P10, P11, P13, P14, P15, P16, P17, P18 and P19 require learners to prepare for and carry out make-up applications safely for three different clients. These applications must include day, evening and special occasion make-up. This includes the preparation of themselves, the client and work area, client consultation and post-treatment procedures, such as aftercare advice and recording results.

Learners should be assessed when they have developed sufficient skills in carrying out make-up application, following practice and feedback during unit delivery. It is essential that learners communicate and behave professionally when performing their treatments. The make-up applications should be observed by the assessor and evidenced with a witness testimony. Photographs of learners performing treatments and before and after photographs could be supplementary evidence.

P6, P7, P8, P9, P10, P11, P12, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1 and D2 assess knowledge and understanding of the underpinning theory associated with preparing for and performing make-up applications, learners could answer short written or oral questions (accompanied by a written transcript). Alternatively, learners could produce a summary account of the treatments they provided to clients.

P29, P31, P32, P34, M3 and D3 assess learners' knowledge and understanding of basic dermatology, anatomy and physiology. This could be achieved via short-answer questions, either written or oral, accompanied by a written transcript. For P32 and P33, learners could label or annotate diagrams of relevant anatomy and physiology. Learners could label diagrams provided by the tutor or draw their own. However, learners' ability to draw is not being assessed, but their knowledge of the skeletal and muscular systems. Alternatively, learners could use a case study to investigate the benefits of make-up, which could be linked to the treatments they provided as part of their practical assessment.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. This unit is embedded in all practical units so it is possible, and encouraged, to cross-unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes including written transcripts of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17, P18, P19, P20, P21, P22, P23, P24, P25, P26, P27, P28, M1, M2, D1, D2	Make-up Applications	Prepare for and perform make-up applications on three different clients in a salon/RLE. This should include day, evening and special occasion make-up. Produce a report on the treatments carried out.	Practical observation, with signed witness testimony. Written report marked and authenticated by the assessor.
P29, P30, P31, P32, P33, P34, M3, D3	Anatomy and Physiology	Having performed the practical make-up applications, investigate how make-up can improve the clients' skin and appearance.	Written case study, with pictures and diagrams, marked and authenticated by the assessor.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links to the following NOS: B8 Provide make-up services. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Presenting a Professional Image in a Salon	Provide Facial Skincare	Make-up for Performers
Basic Make-up Application	Make-up for Performers	Make-up Application Skills and Creative Uses in Performance
	The Art of Photographic Make-up	

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Learners also require access to products, tools and equipment suitable for carrying out make-up applications.

Employer engagement and vocational contexts

Centres are encouraged to develop links with make-up professionals and concessions in department stores. Inviting guest speakers from the beauty therapy sector would also benefit the learner.

Indicative reading for learners

Textbooks

Bharadia N – *Asian Bridal Look Book: The Essential Guide to Gorgeous Hair and Make-up for Your Special Day* (BuzzWord UK, 2005) ISBN 9781902544069

Brown B – *Make-up Manual: For Everyone from Beginner to Pro* (Headline Springboard, 2008) ISBN 9780755318476

Connor J, Harwood-Pearce, V and Morgan K – *Anatomy and Physiology for Therapists* (Heinemann, 2006) ISBN 9780435449407

Hiscock J and Lovett F – *Beauty Therapy 3rd Edition* (Heinemann, 2010) ISBN 9780435026578

Mason L – *Eye Candy: 50 Make-up Looks for Glam Lids and Luscious Lashes* (Apple Press, 2008) ISBN 9781845432591

Spicer K – *Make up (Trade Secrets of the Professionals)* (AandC Black Publishers Ltd, 2009) ISBN 9781408119990

Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Health and Beauty Salon Magazine (Reed Business Information)

Websites

www.airbrushmake-up.com

Information on airbrushing make-up

www.artistry.com

Step-by-step videos of make-up application

www.bobbibrown.co.uk

Make-up application advice

www.boots.com

Make-up and skincare products

www.habia.org

Habia, the Standards Setting Body for the hair and beauty sector

www.make-upmag.com

Magazine for make-up artists

www.make-upsuccess.com

Make-up application advice and tips

www.professionalbeauty.co.uk

Professional Beauty

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>identifying questions to answer and problems to resolve [IE1] and carrying out research [IE2] to identify the treatment objectives, considering the influence of circumstances, beliefs and feelings [IE5]</p> <p>analysing the skin [IE4]</p> <p>considering the influence of environmental conditions, contraindications and contra-actions on make-up treatments [IE5]</p> <p>identifying questions to answer [IE1] and considering the influence [IE5] of natural ageing, lifestyle and environmental factors on the condition of the skin and muscle tone, supporting conclusions using reasoned arguments and evidence [IE6]</p>
Creative thinkers	<p>generating ideas and exploring possibilities as to how natural ageing, lifestyle and environmental factors affect the condition of the skin and muscle tone [CT1], asking questions to extend their thinking [CT2]</p>
Reflective learners	<p>assessing the skin of clients [RL1]</p> <p>reviewing their progress to complete the treatment to the satisfaction of the client [RL3]</p>
Team workers	<p>taking responsibility for preparing themselves, the client and work area for make-up treatment [TW5]</p> <p>communicating and behaving in a professional manner, adapting behaviour to suit clients and colleagues [TW3], showing fairness and consideration to others [TW4] and taking responsibility [TW5]</p>
Self-managers	<p>organising time and resources to prepare themselves, the client and work area for make-up treatment, and select and use the necessary materials and techniques to suit client treatment needs, skin types and conditions [SM3]</p> <p>dealing with competing pressures, including personal and work-related demands, in order to behave in a professional manner [SM5], seeking advice and support when needed [SM6] and managing their emotions [SM7]</p> <p>anticipating and managing risks by following health and safety practices [SM4]</p>
Effective participators	<p>presenting a persuasive case for action when providing clear recommendations to the client [EP2], identifying improvements that would benefit them [EP4] and trying to influence them [EP5]</p> <p>providing suitable aftercare advice, presenting a persuasive case for action [EP2], proposing practical ways forward [EP3], identifying improvements that would benefit others [EP4], trying to influence clients. [EP5]</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	exploring issues related to make-up from the perspective of the needs of different clients [IE3]
Creative thinkers	adapting make-up techniques to suit the client's [CT6]
Reflective learners	evaluating make-up applications to inform future progress [RL5]
Team workers	reaching agreements with the client regarding the treatment plan [TW2]
Self-managers	working towards being able to prepare for and perform make-up applications on different clients, showing initiative, commitment and perseverance [SM2]
Effective participators	discussing issues of concern regarding contraindications with an appropriate person. [EPI]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Using ICT	
Manage information storage to enable efficient retrieval	maintaining client records
ICT – Finding and selecting information	
Use appropriate search techniques to locate and select relevant information	accessing client records
ICT – Developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	entering client details and outcomes of treatment
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with clients and maintaining client confidentiality
Mathematics – learners can:	
Identify the situation or problems and identify the mathematical methods needed to solve them	working out quantities of products to use on different clients
English – Speaking, Listening and Communication	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating in a professional manner consulting with clients, providing advice and recommendations, and aftercare advice
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading product labels, manufacturers' instructions and client records
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	completing consultation cards and treatment records.