



Qualification Specification

ProQual Level 3 Certificate in Airbrush Make-Up Services

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This qualification is part of ProQual's broad offer of qualifications in the Hair and Beauty Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:



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Contents

Introduction.....	3
Qualification Profile	4
Learner Profile	5
Qualification Structure	6
Centre Requirements	7
Certification	8
Assessment Requirements.....	9
Enquiries, Appeals and Adjustments.....	10
Units – Learning Outcomes and Assessment Criteria.....	11
Health and Safety in a Salon Environment	11
Carrying Out Client Consultation as a Beauty Professional	14
Providing Airbrush Make-Up Services	18
Appendix One – Command Verb Definitions	24

Introduction

The ProQual Level 3 Certificate in Airbrush Make-Up Services provides a nationally recognised qualification for those working in the beauty therapy industry, and who wish to further develop their skills at providing a range of beauty therapy services. It would be suitable for candidates who want to progress into senior positions, or who would like to one day own their own business in the sector.

The aims of this qualification are:

- To allow candidates to develop and demonstrate their knowledge of Airbrush Make-Up services.
- To allow candidates to develop and demonstrate their competence at providing an Airbrush Make-Up service.
- To provide a progression route within the industry, for those wishing to progress within the beauty therapy industry.

Candidates who complete this qualification, and who wish to further progress into senior management or self-employment, may wish to subsequently complete the ProQual Level 4 Diploma in Salon Management.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF) and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 3 Certificate in Airbrush Make-Up Services
Qualification Number:	610/4939/6
Level:	3
Total Qualification Time (TQT):	160 Hours 16 Credits
Guided Learning Hours (GLH):	130 Hours
Assessment:	Pass/Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual verifiers
Qualification Start Date:	06/01/2025
Qualification Review Date:	06/01/2028

Learner Profile

Candidates for this qualification should either:

- Hold a Level 2 qualification in beauty services, such as the ProQual Level 2 Diploma for Beauty Therapists, ProQual Level 2 Award in Make-Up Services, or an equivalent qualification.

OR

- Have three years verifiable experience working in the beauty therapy sector.

Candidates for this qualification should be employed in a role, or enrolled on a training course, that will allow them to carry out a range of make-up services on a number of real or simulated clients. Simulated clients may be paid, volunteers, or other candidates.

Candidates for this qualification must be **at least 16 years old** on the day that they are registered for this qualification. Centres are reminded that no assessment activity should be undertaken until a candidate has been registered.

Candidates who complete this qualification may go on to complete other advanced qualifications in ProQual's Hair and Beauty Suite, such as the ProQual Level 4 Diploma in Salon Management.

Qualification Structure

This qualification consists of **three** mandatory unit/units. Candidates must complete both mandatory units to complete this qualification.

There are no optional units in this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete all units in this group.				
J/651/2395	Health and Safety in a Salon Environment	2	10	10
K/651/2421	Carrying Out Client Consultation as a Beauty Professional	2	30	20
D/651/3922	Providing Airbrush Make-Up Services	3	120	100

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form**.

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

ProQual Level 3 Certificate in Airbrush Make-Up Services

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor.
- Assignments/projects/reports.
- Professional discussion.
- Witness testimony.
- Candidate product.
- Worksheets.
- Record of oral and written questioning.
- Recognition of Prior Learning.

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment.
(Suitable for assessment taking place in a working salon only.)
- ProQual Level 3 Award in Assessing Vocational Achievement.
(Suitable for assessment taking place in a simulated training environment only.)

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:	Health and Safety in a Salon Environment			Level:	2
Unit Number:	J/651/2395	TQT:	10	GLH:	10
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Prepare salon areas for treatment.	1.1	Identify common hazards and risks in a salon environment.		
		1.2	State the health and safety requirements for practitioners carrying out beauty treatments, including but not limited to: <ul style="list-style-type: none"> • Health and Safety at Work Act. • The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR). • Manual Handling Operations Regulations. • Control of Substances Hazardous to Health Regulations (COSHH). 		
		1.3	Describe how to clean, disinfect and sterilise different types of tools and equipment.		
		1.4	Explain the difference between sterilisation and disinfection.		
		1.5	Explain why it is important to follow salon procedures and any given instructions when setting up tools and equipment for a given treatment.		
		1.6	Describe the required environmental conditions for a given treatment, including: <ul style="list-style-type: none"> • Lighting. • Heating. • Ventilation. • General comfort. 		

1	<i>Continued</i>	1.7	Explain why it is important that the above environmental conditions are provided.
		1.8	Explain why it is important to maintain personal hygiene, protection and appearance according to accepted industry and organisational standards.
		1.9	Explain the reasons and importance of keeping records of treatments.
2	Maintain salon treatment areas.	2.1	Explain how to safely dispose of waste materials and products from beauty treatments.
		2.2	Explain the requirements for re-stocking products and other items.
		2.3	Describe own responsibilities in relation to the storage of: <ul style="list-style-type: none"> • Equipment. • Products. • Client records.
		2.4	Describe how the work area should be left after a treatment.
		2.5	Explain why it is important to leave the work area in the condition described above.

Additional Assessment Information

This unit is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Centres may use the appropriate ProQual Candidate Workbook, or their own, centre devised, assignments.

This unit is a **common unit**. Centres should be aware that candidates may have completed this unit as part of another ProQual Hair and Beauty qualification and may be eligible for recognition of prior learning.

Title:	Carrying Out Client Consultation as a Beauty Professional		Level:	2	
Unit Number:	K/651/2421	TQT:	30	GLH:	20
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to carry out a client consultation as a beauty professional.	1.1	Explain the importance of taking account of: <ul style="list-style-type: none"> The client's declared medical history and current medical status. The client's service history. The client's service requirements. The client's concerns, expectations and desired outcome. The client's physical and psychological wellbeing. Any contra-indications. 		
		1.2	Explain why it is important to work with competent professionals to support effective and safe working practice.		
		1.3	Explain what is meant by the terms: <ul style="list-style-type: none"> Relative contra-indications. Absolute contra-indications. 		
		1.4	Identify common relative and absolute contra-indications for common beauty services.		
		1.5	Describe the visible symptoms of common contra-indications for beauty services.		
		1.6	Explain the importance of referring contraindications and medical conditions to an appropriate professional.		
		1.7	Explain why common medical conditions may contraindicate common beauty services.		

1	Continued	1.8	<p>Explain the importance of communicating with the client:</p> <ul style="list-style-type: none"> • In a professional manner. • Within the limits of your own competencies.
		1.9	Describe the impact of social influences, the media and current trends on the consultation process.
		1.10	Explain why it is important to assess, discuss, agree, review and document the consultation outcomes.
		1.11	Explain the importance of clearly explaining the service process, expected outcomes and associated risks.
		1.12	Describe the benefits of using visual aids during consultation.
		1.13	Explain how to manage a client's expectations.
		1.14	Identify beauty services that may be prohibited or restricted for minors.
		1.15	Identify beauty services that require a test to be carried out before they are supplied.
		1.16	Explain the importance of carrying out pre-treatment tests.
		1.17	Describe the legislative requirements for gaining, recording, storing, protecting and retaining any client data.
		1.18	Describe the legislative and regulatory requirements for taking and storing visual media of the client's treatment area.

1	Continued	1.19	<p>Explain the client's rights, in relation to beauty services, including:</p> <ul style="list-style-type: none"> • Reflection time. • Informed consent. • Financial/contractual agreement. • The right to request the subject specific qualifications, training and indemnity insurance.
		1.20	Explain the importance of providing instructions and advice both pre and post the service.
2	Carry out a client consultation as a beauty professional.	2.1	<p>Carry out a consultation, taking account of:</p> <ul style="list-style-type: none"> • The client's declared medical history and current medical status. • The client's service history. • The client's service requirements. • The client's concerns, expectations and desired outcome. • The client's physical and psychological wellbeing. • Any contra-indications.
		2.2	Recognise, respond and sign-post appropriately in response to any disclosed conditions or contra-indications.
		2.3	Explain the fee structure.
		2.4	Provide the client with pre-treatment instructions and recommendations.
		2.5	Explain any associated risks to the client.
		2.6	Agree and document the consultation and expected service outcomes.
		2.7	Discuss any physical sensation that may occur during the service.
		2.8	Agree the service plan and obtain the client's informed consent for the treatment.

Additional Assessment Information

Learning Outcome 1 is **knowledge based**. This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning Outcome 2 is **competency based**. This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not**, in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Centres may use the appropriate ProQual Candidate Workbook to organise candidate evidence or may use their own portfolio templates.

It is expected that competence of each assessment criteria will be observed **at least twice, across four treatments** before it is awarded.

Evidence of practical skills **may** be simulated, provided:

- All practical activities are carried out on live models.
- The simulated environment matches, as close as possible, the environment found in a working salon.

Title:	Providing Airbrush Make-Up Services		Level:	3
Unit Number:	D/651/3922	TQT:	120	GLH: 100
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>		
1	Understand how to prepare for and provide airbrush make-up services.	1.1	Describe the signs and symptoms of the following contra-indications: <ul style="list-style-type: none"> • Abrasions. • Open wounds. • Rashes. • Sutures. • Asthma. • Bronchial conditions. • Claustrophobia. 	
		1.2	For each of the following contra-indications, identify if it would prevent or restrict the service, the modifications required, and if a referral to a medical professional is required: <ul style="list-style-type: none"> • Abrasions. • Open wounds. • Rashes. • Sutures. • Asthma. • Bronchial conditions. • Claustrophobia. 	
		1.3	Explain how the following diverse needs can impact on an airbrush make-up service: <ul style="list-style-type: none"> • Culture. • Religion. • Age. • Disability. • Gender. 	
		1.4	Describe how to recognise different skin types, characteristics and conditions.	
		1.5	Explain how to select and match airbrush make-up to suit different skin types and skin tones.	
		1.6	Explain why the airbrush equipment must be checked and tested prior to use.	

1	Continued	1.7	Describe the different types of airbrush make-up, including: <ul style="list-style-type: none"> • Silicone based. • Water based. • Alcohol based.
		1.8	Describe how the following tools and equipment are used to provide airbrushed make-up services: <ul style="list-style-type: none"> • Masking tape. • Stencils. • Brushes. • Compressor. • Air gun and hose. • Personal protective equipment.
		1.9	Discuss the basic principles of complementary colour theory.
		1.10	Describe the selection, blending and mixing of airbrush products can be used to achieve a range of effects.
		1.11	Describe how the following airbrushing techniques can be used to achieve a range of effects: <ul style="list-style-type: none"> • Colour fading. • Blending. • Highlighting and shading. • Stencilling. • Masking. • Freehand. • Pulsing. • Back bubbling. • Even colour washing.
		1.12	Explain the meaning of PSI and the potential risks associated with the use of pressurised airbrush equipment and how to mitigate them.
		1.13	Describe how to create different effects by varying the PSI.
		1.14	Explain how distance and pressure can affect the coverage and density of colour.

1	<i>Continued</i>	1.15	Explain the occasions on which it would be preferable to use conventional make-up techniques.
		1.16	Explain when to omit certain areas of the face when applying airbrush techniques.
		1.17	Describe the methods used to clean and maintain airbrush equipment and accessories.
		1.18	Describe the types of problems that can happen during airbrush make-up application and how to correct them.
		1.19	Describe possible contra-actions which may occur during the airbrushing and how to deal with them.
		1.20	Describe the advice and guidance that should be provided to clients, including: <ul style="list-style-type: none"> • Aftercare products and their uses. • Avoidance of activities which may cause contra-actions. • Present and future products and services. • Make-up removal procedures.
2	Apply airbrush make-up using a range of techniques to produce a range of designs.	2.1	Carry out a concise and comprehensive consultation, including: <ul style="list-style-type: none"> • Client objectives and desired outcomes. • Agree the airbrush design and area of application. • Identify any contra-indications and take necessary action. • Associated risks. • Associated fees and timescales.
		2.2	Agree a design plan and obtain the client's informed consent for the service.
		2.3	Prepare for the airbrush make-up service, including: <ul style="list-style-type: none"> • Ensuring the skin is clean. • Selecting equipment, tools and materials. • Testing the air pressure and operation of the spray gun prior to use.

2	Continued	2.4	Apply airbrush make-up to: <ul style="list-style-type: none"> • The face. • The hair. • The body.
		2.5	Use a range of airbrush make-up products, including: <ul style="list-style-type: none"> • Silicone based. • Water based. • Alcohol based.
		2.6	Use a range of airbrush techniques to achieve the desired look, including: <ul style="list-style-type: none"> • Colour fading. • Blending. • Highlighting and shading. • Stencilling. • Masking. • Freehand. • Pulsing. • Back bubbling. • Even colour washing.
		2.7	Achieve a variety of airbrush designs, applying the make-up in the required sequence: <ul style="list-style-type: none"> • Contouring. • Tattooing. • 3D. • Fashion make-up. • Fantasy. • Natural make-up.
		2.8	Use techniques that minimise the risk of products being spread outside the treatment area.
		2.9	Adjust the air pressure to suit the area of application.
		2.10	Finish the application using conventional make-up, sealing the finished make-up design when required.

2	<i>Continued</i>	2.11	<p>Conclude the service, including:</p> <ul style="list-style-type: none"> • Ensuring the client is satisfied with the outcome of the service. • Completing and storing the client's records in line with legislative and organisational requirements. • Providing appropriate advice and guidance.
		2.12	<p>Evaluate the service provided, including:</p> <ul style="list-style-type: none"> • Areas of strengths. • Areas for improvement. • Action to be taken to implement improvement.

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- All practical activities are carried out on live models.
- The simulated environment matches, as close as possible, the environment found in a working salon.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare, but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, factual information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe, but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, factual information about something.
Specify	State a fact or requirement clearly and in precise detail.



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