



Qualification Specification

ProQual Level 3 Diploma in Make-Up Services

ProQual Level 3 Diploma in Make-Up Services



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
Providing Advice and Instruction on Products and Services	14
Provide Instruction on the Use and Application of Skin Care and Make-Up Products	18
Providing Photographic Make-Up Services	24
Providing Skin Camouflage Services.....	30
Providing Airbrush Make-Up Services	36
Appendix One – Command Verb Definitions	42

Introduction

The ProQual Level 3 Diploma in Make-Up Services provides a nationally recognised qualification for those working in the beauty or spa therapy industries, 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 a range of make-up services
- To allow candidates to develop and demonstrate their competence at providing a range of make-up services.
- 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 Diploma in Make-Up Services
Qualification Number:	610/4936/0
Level:	3
Total Qualification Time (TQT):	470 Hours 47 Credits
Guided Learning Hours (GLH):	400 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, 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 **six** mandatory 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
F/651/3761	Providing Advice and Instruction on Products and Services	3	50	45
L/651/3891	Provide Instruction on the Use and Application of Skin Care and Make-Up Products	3	50	45
Y/651/3920	Providing Photographic Make-Up Services	3	120	100
A/651/3921	Providing Skin Camouflage Services	3	120	100
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 Diploma in 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:	Providing Advice and Instruction on Products and Services			Level:	3
Unit Number:	F/651/3761	TQT:	50	GLH:	45
Learning Outcomes <i>The learner will be able to:</i>		Assessment Criteria <i>The learner can:</i>			
1	Understand how to provide advice and instruction on products and services.	1.1	Explain how to interpret the consultation and analysis outcomes in order to determine appropriate advice, products and services.		
1.2		Explain why it is important to keep up to date with: <ul style="list-style-type: none"> • Emerging technologies. • Policies. • Procedures. • Best practice guidance. 			
1.3		Explain how to introduce additional products and services to clients.			
1.4		Explain the factors that influence a client's use of additional products and services.			
1.5		Describe how to use the following communication methods to provide balanced information about products and services: <ul style="list-style-type: none"> • Active listening. • Non-verbal and verbal communication. • Receiving feedback. • Asking questions. 			
1.6		Explain why it is important to encourage the client to ask questions about the products or services.			
1.7		Explain why it is important to allow time for the client to reflect on the advice given.			
1.8		Describe how to interpret a client's body language to gauge their interest in a product or service.			

1	<i>Continued</i>	1.9	Explain why it is important to offer a range of products and services at a range of price points.
		1.10	Explain how using additional products and services can benefit: <ul style="list-style-type: none"> • The business. • The client.
		1.11	Describe how to secure the client's commitment to using additional products and services.
		1.12	Explain when and why a referral to a relevant professional would be required.
		1.13	Explain why demonstrable and instructional techniques will help close a sale.
		1.14	Describe how to conclude a sale in accordance with organisational policies and procedures.
		1.15	Explain why it is important to update the client's service records with details of the additional product and service.
2	Provide advice and instruction to clients.	2.1	Investigate and establish the clients objectives, concerns and desired outcomes, including: <ul style="list-style-type: none"> • Lifestyle. • Budget. • Time.
		2.2	Obtain the client's consent for, and carry out, an analysis of the treatment area.
		2.3	Identify and describe appropriate products or services suitable for the client, including: <ul style="list-style-type: none"> • Benefits. • Application techniques. • Cost. • Duration. • Expected outcome of the product or service.
		2.4	Allow time for the client to reflect and encourage, and answer, questions from the client about the product or service.

2	Continued	2.5	Secure the client's agreement and understanding of the product or service, including using: <ul style="list-style-type: none"> • Skills demonstration. • Use of visual aids. • Verbal explanation. • Use of written instructions.
		2.6	Conclude the sale in accordance with organisational policies and update the client's procedure records.

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 five 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:		Provide Instruction on the Use and Application of Skin Care and Make-Up Products		Level:	3	
Unit Number:		L/651/3891	TQT:	50	GLH:	45
Learning Outcomes <i>The learner will be able to:</i>			Assessment Criteria <i>The learner can:</i>			
1	Understand how to plan, prepare and provide instruction on skin care and make-up services.	1.1	Understand how to plan, prepare and provide instruction on skin care and make-up services: <ul style="list-style-type: none"> • Culture. • Religion. • Age. • Disability. • Gender. 			
		1.2	Describe the signs, symptoms of the following contra-indications: <ul style="list-style-type: none"> • Herpes simplex. • Conjunctivitis. • Open cuts and abrasions. • Swelling and skin irritation • Recent scar tissue. • Eczema. • Hyperkeratosis. • Skin allergies. • Bruising. • Watery eyes. • Psoriasis. • Impetigo. • Tinea. • Acne. • Boils. • Herpes zoster and warts. • Parasitic infections. 			
		1.3	Identify contra-indications that would: <ul style="list-style-type: none"> • Prevent the service. • Restrict the service, and how. • Require referral to a healthcare professional. 			

1	Continued	<p>1.4 Explain how to recognise the following skin types, conditions and characteristics:</p> <ul style="list-style-type: none"> • Oily. • Dry. • Combination. • Mature. • Dehydrated. • Sensitive. • Broken capillaries. • Pustules. • Papules. • Open pores. • Dark circles. • Hyperpigmentation. • Hypopigmentation. • Sun damage. • Scarring. • Erythema.
		<p>1.5 Explain why it is important to establish if a client wears glasses or contact lenses.</p>
		<p>1.6 Explain why it is important to respect any sensitivities regarding the client's personal appearance.</p>
		<p>1.7 Describe the types of resources required for skin care and make up instruction and where to obtain these resources.</p>
		<p>1.8 Describe how the following factors form part of a plan for a skin care and make-up instruction service:</p> <ul style="list-style-type: none"> • Timing. • Pace. • Use of voice. • Use of visual aids.

1	<i>Continued</i>	1.9	<p>Explain how the following presentation and communication methods can be used to provide instruction on skin care and make-up instruction:</p> <ul style="list-style-type: none"> • Visual aids. • Verbal and non-verbal communication. • Logical sequencing. • Presenting small amounts of information at a time. • Active listening. • Receiving feedback. • Asking questions.
		1.10	Describe methods of using and demonstrating skin care and make-up application techniques, including tools and equipment.
		1.11	Describe ways of checking the clients' understanding and their ability to carry out skin care and make-up application on themselves.
		1.12	Explain how to tailor and adapt your skin care and make-up instruction to meet individual clients' needs.
2	Consult on and provide instruction on skincare and make-up services.	2.1	<p>Use a range of consultation techniques to determine the client's service plan, including:</p> <ul style="list-style-type: none"> • Questioning. • Listening. • Visual techniques. • Manual techniques. • Written techniques.
		2.2	Recognise any contra-indications and take the appropriate action.
		2.3	Determine and record the client's skin type and condition.
		2.4	<p>Discuss and agree the client's objectives, ensuring they are clear and realistic, covering:</p> <ul style="list-style-type: none"> • Skin care choice and application. • Natural make-up. • Evening make-up. • Special occasion make-up.

2	Continued	2.5	Obtain the client's informed consent for the service.
		2.6	Provide and demonstrate a range of skin care and make-up products that are suitable for the client's: <ul style="list-style-type: none"> • Skin type. • Skin condition. • Skin tone. • Objectives.
		2.7	Use a range of instructional techniques, at a suitable pace, and in a way that promotes client's understanding, including: <ul style="list-style-type: none"> • Skills demonstration. • Use of diagrams. • Verbal explanation. • Use of written instructions.
		2.8	Guide the client through application of the products in a way which meets the needs of the client and the products being used.
		2.9	Explain the use and purpose of make-up tools.
		2.10	Use the following resources as appropriate: <ul style="list-style-type: none"> • Skin care products. • Make-up products. • Make-up tools and equipment. • Suitable mirror and lighting. • Face chart.
		2.11	Allow the client time to practice skin care and make-up application techniques on themselves.
		2.12	Encourage the client to ask questions throughout the instructional activity.
		2.13	Confirm that the client has an understanding of the techniques necessary to achieve their desired look.
		2.14	Provide the client with information on the products, tools and equipment used and where to source them.

2	<i>Continued</i>	2.15	Provide written instructions on how to apply skin care routine and make-up.
		2.16	Evaluate the service provided, including: <ul style="list-style-type: none"> • Areas of strength. • Areas of weakness. • Action to be taken to implement improvement.

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.

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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 three 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 Photographic Make-Up Services		Level:	3
Unit Number:	Y/651/3920	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 photographic make-up services.	1.1	Explain why it is important to agree contractual arrangements prior to commencing your design plan.	
		1.2	Discuss ways to interpret a design brief to create a detailed and accurate make-up design plan.	
		1.3	Describe methods of communicating your design plan and requirements to: <ul style="list-style-type: none"> • Photographers. • Art director. • Make-up designers. • Hair designers. • Clients. • Artists. • Clothing designers. • Stylists. • Nail technicians. • Assistants. 	
		1.4	Explain the principles of colour theory.	
		1.5	Describe the different types of lighting and camera effects and how these impact on the make-up.	
		1.6	Explain why it is important to set and work to a budget when planning, designing and providing photographic make-up.	
		1.7	Explain how to create a mood board and apply it to a make-up design plan.	
		1.8	Explain how plans may need to be adapted to meet venue restrictions.	

1	<i>Continued</i>	1.9	<p>Describe the availability of resources required and how they can be obtained, including:</p> <ul style="list-style-type: none"> • Tools and equipment. • Products. • Time. • People. • Venue. • Budget.
		1.10	<p>Explain common problems associated with photographic shoots and fashion shows, and how to resolve them, including problems relating to:</p> <ul style="list-style-type: none"> • Staffing. • Tools and equipment breakdowns. • Time over-runs. • Environmental concerns. • Budget constraints.
		1.11	<p>Describe the risks associated with photographic make-up services, and how to mitigate them, including:</p> <ul style="list-style-type: none"> • The steps that should be taken to mitigate risks. • How local laws and legislation may limit the use of resources. • The health and safety procedures that may be in place at the venue. • How to recognise contra-indications and restrictions to make-up and how to deal with them.
		1.12	<p>Discuss the principles of design, scale and proportion when creating a look.</p>
		1.13	<p>Describe iconic make-up looks and how different cultures have influenced make-up and fashion trends, including:</p> <ul style="list-style-type: none"> • Period. • Fantasy. • High fashion. • Catwalk. • Bridal. • Commercial. • Editorial.

1	<i>Continued</i>	1.14	Describe the following make-up techniques, and how they can be used to create a range of looks: <ul style="list-style-type: none"> • Precision base application. • Highlighting and shading. • Concealing. • Blending. • Precision application of eye and eyebrow products. • Precision application of lip products. • Colour mixing. • Stencilling. • Body make-up. • Airbrushing.
		1.15	Discuss ways to replicate historical looks safely to meet present day standards.
		1.16	Describe the ways in which additional media can be used to complement the overall design plan, including: <ul style="list-style-type: none"> • Accessories. • Clothes. • Hair. • Nails. • False lashes.
		1.17	Describe how products and make-up selection can be adapted to suit the following circumstances: <ul style="list-style-type: none"> • Environmental. • Cancellation. • Illness. • Change of brief.
2	Plan, design and produce a range of photographic make-up looks.	2.1	Agree arrangements with the relevant people prior to commencing your design plan, including identifying the activity the make-up is for, covering: <ul style="list-style-type: none"> • Black and white photography. • Colour photography. • Fashion shows.
		2.2	Source information to research ideas on themes for the design plan.

2	Continued	2.3	<p>Use sourced information to create a design plan that:</p> <ul style="list-style-type: none"> • Meets the design brief. • Has clear objectives. • Includes a mood board for the look required. • Identifies resources and additional media required. • Considers how risks to health and safety can be reduced.
		2.4	<p>Agree the design plan with the relevant person.</p>
		2.5	<p>Prepare to produce the make-up look, including:</p> <ul style="list-style-type: none"> • Preparing the work environment to meet legal and organisational requirements. • Preparing tools, equipment, materials and products.
		2.6	<p>Use the following make-up application techniques, as appropriate:</p> <ul style="list-style-type: none"> • Precision base application. • Highlighting and shading. • Concealing. • Blending. • Precision application of eye and eyebrow products. • Precision application of lip products. • Colour mixing. • Stencilling. • Body make-up. • Airbrushing.
		2.7	<p>Create at least two of the following looks:</p> <ul style="list-style-type: none"> • Period. • Fantasy. • High fashion. • Catwalk. • Bridal. • Commercial. • Editorial.

2	<i>Continued</i>	2.8	<p>Work effectively to produce the make-up look, including:</p> <ul style="list-style-type: none"> • Manage resources within limits of own authority. • Communicate with relevant people throughout the activity. • Ensure use of resources conforms to the design plan. • Ensure the finished look meets the design brief.
		2.9	<p>Evaluate own work, including:</p> <ul style="list-style-type: none"> • Areas of strength. • Areas for improvement. • Actions to be taken to implement improvement.

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:

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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.

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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 three 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 Skin Camouflage Services		Level:	3	
Unit Number:		A/651/3921	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 consult, plan, prepare for and provide skin camouflage.	1.1	Describe the signs and symptoms of the following contra-indications: <ul style="list-style-type: none"> • Abrasions. • Open wounds. • Rashes. • Sutures. • Structural changes in the area to be camouflaged. • Suspicious lesions, including moles. • Infections. • Clinically undiagnosed skin conditions. 			
		1.2	For each of the following contra-indications identify if it would prevent or restrict the service, the required adaptations, and whether a referral to a medical professional is required: <ul style="list-style-type: none"> • Abrasions. • Open wounds. • Rashes. • Sutures. • Structural changes in the area to be camouflaged. • Suspicious lesions, including moles. • Infections. • Clinically undiagnosed skin conditions. 			
		1.3	Explain how the following diverse needs might impact on a skin camouflage service: <ul style="list-style-type: none"> • Culture. • Religion. • Age. • Disability. • Gender. 			

1	Continued	1.4	<p>Explain why it is important to communicate in a professional manner, including:</p> <ul style="list-style-type: none"> • Why it is important to avoid intrusive questioning techniques. • Why it is important to respect the client's modesty, privacy and any sensitivities relating to their own appearance.
		1.5	Explain why clients must appreciate the limitations of skin camouflage and have realistic expectations of the camouflage result, and how this can be communicated.
		1.6	Explain why it is important to test for a skin colour match on a small area.
		1.7	Explain the reasons for applying a complementary colour prior to skin match.
		1.8	<p>Describe the range and availability of skin camouflage products and where they can be sourced, including:</p> <ul style="list-style-type: none"> • Camouflage creams. • Camouflage powders. • Setting products.
		1.9	<p>Explain the selection and application of products to meet the needs of individual camouflage requirements, including the camouflage of:</p> <ul style="list-style-type: none"> • Tattoos. • Hyperpigmentation. • Hypopigmentation. • Erythema.
		1.10	Describe the principles of colour theory.
		1.11	Discuss the compatibility and limitations of other cosmetic and skin care products used in conjunction with skin camouflage.

1	Continued	1.12	Describe the causes and appearance of skin conditions likely to need skin camouflage, including: <ul style="list-style-type: none"> • Hypopigmentation such as vitiligo. • Stretch marks. • Hyperpigmentation such as melasma. • Age spots. • Erythema such as acne rosacea. • Thread veins. • Scarring.
		1.13	Explain how to deal with and advise the client on possible contra-actions to skin camouflage.
		1.14	Explain the advice and recommendations that should be given to clients, including: <ul style="list-style-type: none"> • Suitable aftercare products and their use. • Avoidance of activities which may cause contra-actions. • Durability and removal of camouflage products. • Future service needs.
2	Carry out skin camouflage.	2.1	Carry out a concise and comprehensive consultation, including: <ul style="list-style-type: none"> • Using a range of consultation techniques. • Identification of contra-indications, taking appropriate action. • Client objectives, concerns and desired outcomes. • Identify and agree skin camouflage needs and the area to be camouflaged. • Ensure the client understands the limitations of skin camouflage. • Associated risks. • Associated fees and timescales.
		2.2	Obtain the client's signed, informed consent.
		2.3	Apply compatible skin care products and a complementary colour before the skin camouflage application.

2	Continued	2.4	Use a range of application tools, including: <ul style="list-style-type: none"> • Brushes. • Fingers. • Sponges. • Velour puffs.
		2.5	Use a range of camouflage products, including: <ul style="list-style-type: none"> • Camouflage creams. • Camouflage powders. • Setting products.
		2.6	Use application techniques to meet a range of camouflage needs, including: <ul style="list-style-type: none"> • Tattoos. • Hyperpigmentation. • Hypopigmentation. • Erythema.
		2.7	Provide skin camouflage on a range of treatment areas, including: <ul style="list-style-type: none"> • Head or neck. • Chest or shoulders. • Limbs. • Back. • Abdomen.
		2.8	Ensure camouflage products are applied to achieve the required density, colour and effect.
		2.9	Conclude the skin camouflage service, including: <ul style="list-style-type: none"> • Apply compatible cosmetic and skin care products after the skin camouflage application. • Ensure the client is satisfied with the outcome. • Complete and store the client's service records inline with legislative and organisational requirements. • Provide appropriate, post-service, advice and guidance to the client.

2	<i>Continued</i>	2.10	Evaluate the service provided, including: <ul style="list-style-type: none">• Areas of strength.• Areas for improvement.• Actions to be taken to implement improvement.
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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 that 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.
		1.15	Explain the occasions on which it would be preferable to use conventional make-up techniques.

1	<i>Continued</i>	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	<p>Describe the advice and guidance that should be provided to clients, including:</p> <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	<p>Carry out a concise and comprehensive consultation, including:</p> <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	<p>Prepare for the airbrush make-up service, including:</p> <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.
		2.4	<p>Apply airbrush make-up to:</p> <ul style="list-style-type: none"> • The face. • The hair. • The body.

2	Continued	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.
		2.11	Conclude the service, including: <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	<i>Continued</i>	2.12	Evaluate the service provided, including: <ul style="list-style-type: none">• Areas of strengths.• Areas for improvement.• Action to be taken to implement improvement.
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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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