Technical and Vocational Education and Training (TVET) Council

Occupational Standards
of Competence

Professional
Make-Up Artistry
Level 3

Hastings House West, Balmoral Gap, Hastings, Christ Church, Barbados
Telephone: (246) 434-3790/91   Fax: (246) 429- 2060
E-mail: office@tvetcouncil.com.bb

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Technical Experts for Professional Make-Up Artistry Level 3

Ms. Patricia Forde	-	Owner and Director, Cosmoshopp, Principal, The Cosmopolitan Institute
Ms. Sherryanne Moore	-	Creative Make-Up Artist
Mr. Adzil Stuart	-	Consultant, Make-Up Artist and Stylist
Ms. Jo-Ann Byer	-	Technical Officer (Ag.), Technical and Vocational Education and Training (TVET) Council
Ms. Nicole Collymore	-	Technical Officer (Ag.), TVET Council

Members of the Validation Committee

Ms. Portia Doyle	-	Chakra Spa and the Samuel Jackman Prescod Institute of Technology
Mrs. Vandana Chatrani-Maycock	-	Beauty by Vandana
Ms. Shanelle Estwick	-	I Heart Make-up
Ms. Nikita Weir	-	Enweirmakeup

Qualification Overview

NVQB

in

Professional Make-Up Artistry

Level 3

NVQB Professional Make-Up Artistry Level 3

Qualification Overview

This qualification is aimed at training providers, employers and individuals involved in professional make-up artistry and is designed to provide guidance, training, assessment and certification in Professional Make-Up Artistry. It involves designing and applying various types of make-up for a range of purposes and occasions, in addition to researching and applying beauty industry information. It includes competencies for safe work practices, good communication and interpersonal skills when working independently and in teams; creativity in applying make-up and the ability to develop plans to enhance the business. In addition, the use of technologies in recording payments and stock, designing make-up plans and communicating appointments is a key feature in the programme.

Candidates are expected to demonstrate technical and consultation skills and demonstrate the ability to work independently with a range of other professionals (e.g. photographers, stylists, directors, media production crew).

Who is this qualification for?

The qualification is for make-up artists who operate at supervisory and management levels in professional make-up artistry. These persons may work as part of a team in an organisation or on a freelance basis in make-up studios, cosmetic retail, fashion and media sets or photography studios in the beauty, fashion, media and entertainment industries. It can be used by training providers, employers and individuals.

Jobs in the occupational sector

- Beauty and image consultant
- Make-up artist
- Creative make-up artist

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

Where can it be used?

The qualification may be used in:

- Theatre
- Live performances
- Movie productions
- Photography and videography

**A012003 APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE
PROFESSIONAL MAKE-UP ARTISTRY LEVEL 3**

To achieve the full qualification, candidates must complete all fifteen (15) units in total. Candidates can also take units of this qualification.

MANDATORY UNITS (ALL MUST BE COMPLETED)   **CODES**

1. Maintain safe and effective working practices   **U92502**

    1.1   Protect the safety of self and others in the workplace
    1.2   Maintain working relationships with others
    1.3   Maintain and develop personal performance

2. Participate in workplace communication   **U53802**

    2.1   Gather and convey workplace information
    2.2   Participate in workplace meetings and discussions
    2.3   Complete work-related documents

3. Develop workplace policies and procedures for sustainability   **UA55003**

    3.1   Establish sustainability policies and procedures
    3.2   Communicate sustainability policies and procedures
    3.3   Implement sustainability policies and procedures
    3.4   Review the implementation of sustainability policies and procedures

4. Develop a personal entrepreneurial strategy   **UA04402**

    4.1   Identify the nature of entrepreneurship
    4.2   Identify and assess entrepreneurial characteristics
    4.3   Develop a self-assessment profile
    4.4   Craft an entrepreneurial strategy

5. Schedule and check-out clients   **UA55103**

    5.1   Plan appointments
    5.2   Process payments
    5.3   Supervise staff
    5.4   Implement stock control measures

MANDATORY UNITS (ALL MUST BE COMPLETED)   <u>**CODES**</u>

6. Design and apply make-up   **UA55203**

    6.1   Establish make-up requirements
    6.2   Determine the make-up plan
    6.3   Apply make-up
    6.4   Apply false eyelashes
    6.5   Provide post service advice
    6.6   Clean service area

7. Design and apply remedial camouflage make-up   **UA55303**

    7.1   Establish remedial camouflage make-up requirements
    7.2   Determine the make-up plan
    7.3   Apply remedial camouflage make-up
    7.4   Review the service
    7.5   Clean tools and equipment

8. Design and apply make-up for photography or videography   **UA55403**

    8.1   Analyse the photography or videography context
    8.2   Establish make-up requirements
    8.3   Determine the make-up plan
    8.4   Apply make-up
    8.5   Clean tools and equipment

9. Apply airbrushed make-up   **UA55503**

    9.1   Prepare the client
    9.2   Apply make-up
    9.3   Provide post service advice
    9.4   Clean service area

10. Design and apply creative make-up   **UA55603**

    10.1   Establish creative make-up requirements
    10.2   Determine the make-up plan
    10.3   Prepare for make-up service
    10.4   Provide post service advice
    10.5   Clean service area

11. Design and apply special effects make-up   **UA55703**

    11.1   Develop initial design concepts
    11.2   Develop and document special make-up effects designs
    11.3   Apply and maintain special make-up effects
    11.4   Remove special make-up effects
    11.5   Clean make-up equipment and products

MANDATORY UNITS (ALL MUST BE COMPLETED)   **CODES**

12. Design, apply and remove make-up   **UA55803**

    12.1   Design make-up
    12.2   Prepare to apply make-up
    12.3   Apply and maintain make-up
    12.4   Remove make-up
    12.5   Prepare for next production

13. Research and apply beauty industry information   **UA55903**

    13.1   Source and use information
    13.2   Source and apply information on legal and ethical issues
    13.3   Update knowledge of the beauty industry and products

14. Supervise and coordinate teams   **UA56003**

    14.1   Identify tasks for the team
    14.2   Finalise tasks
    14.3   Coach on the job

15. Undertake small business planning   **UA23002**

    15.1   Identify the elements of a business plan
    15.2   Develop a business plan
    15.3   Develop strategies for minimising risks

U92502   **Maintain safe and effective working practices**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to function within health and safety standards. Candidates are required to demonstrate that they are able to work effectively and efficiently with colleagues, supervisors and customers. The unit also highlights the need for individuals to take responsibility for self-development in the workplace.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Protect the safety of self and others in the workplace	1.1 Work according to training and instructions received to avoid risk to self and others.
		1.2 Wear the appropriate personal protective equipment according to organisational procedures.
		1.3 Use approved methods and handling equipment when moving and lifting items.
		1.4 Use appropriate equipment and materials according to organisational requirements and manufacturer's instructions.
		1.5 Return equipment and materials to designated storage when not in use.
		1.6 Keep the immediate work area sanitised, tidy and free from hazards in accordance with organisational health and safety requirements.
		1.7 Dispose of waste in a designated area, in accordance with organisational procedures and environmental and industry regulations.
		1.8 Perform work in a manner which minimises environmental damage and contributes to the improvement of environmental work practices.
		1.9 Report accidents, incidents or problems to appropriate persons and take immediate action to reduce further danger in accordance with organisational procedures.

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		1.10	Carry out work in an organised and efficient manner in accordance with specified procedures.
2.	Maintain working relationships with others	2.1	Develop and maintain appropriate and effective working relationships with others.
		2.2	Carry out activities requiring cooperation with others in accordance with required procedures.
		2.3	Handle disagreements in accordance with organisational procedures.
		2.4	Communicate in a manner which promotes effective working relationships.
3.	Maintain and develop personal performance	3.1	Take responsibility for tasks and activities in accordance with organisational requirements, either alone as part of a team.
		3.2	Seek advice and training from the appropriate person if clarification is required concerning specific tasks.
		3.3	Review personal performance and development with the appropriate person at suitable times.

RANGE STATEMENT

All range statement items must be assessed:

1. **Personal protective equipment** may include but is not limited to:

   - Gloves
   - Footwear
   - Overalls/jacket/scrubs
   - Eye protection

2. **Equipment** may include but is not limited to:

   - Manual
   - Mechanical
   - Electronic

3. **Waste** may include but is not limited to:

   - Solid
   - Liquids
   - Hazardous/toxic (e.g. sharps)

4. **Others** may include but are not limited to:

   - Colleagues
   - Supervisors
   - Customers

5. **Personal performance and development** may include but is not limited to:

   - Productivity
   - Quality of work

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to carry out work activities avoiding risk to self and others.

2. What are the basic requirements of health and safety, other legislation and regulations that apply to the workplace.

3. What are the organisational requirements for the use of personal protective equipment.

4. How to select and use the correct personal protective equipment.

5. What is the relevant, up-to-date information on health, safety and security and how it applies in the workplace.

6. Why it is important to be alert to health, safety and security hazards.

7. What are the common health, safety and security hazards that affect persons working in this role and how these should be identified.

8. Why it is important to warn others about hazards and how to do so until the hazard is dealt with.

9. Why it is important to use safe lifting techniques.

10. What are the correct and safe ways to use equipment and materials required for the task.

11. What are safe methods and areas for the storage of equipment and materials.

12. What are the organisational and legislative requirements for disposing of waste.

13. What health and safety records may need to be kept and how to do so.

14. How the conditions under which you work can affect the efficiency and effectiveness of yourself and those around you.

15. What methods should be used to promote good environmental practice and to minimise environmental damage while working.

16. What procedures should be used for different types of emergencies in the industry.

17. Why is important to develop and maintain effective working relationships and how to do so.

18. What procedures should be used in dealing with workplace disagreements.

19. Why it is important to communicate effectively and what are the available methods to do so.

20. How to maintain security in the work area.

21. What is the importance of pursuing continuous professional development in your work role.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge on **more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion
- Simulations

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation may be used to cover **PCs 1.9 and 2.3.**

U53802   **Participate in workplace communication**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Gather and convey workplace information	1.1	Access relevant and up-to-date information from appropriate sources.
	1.2	Use effective communication strategies to gather and convey information.
	1.3	Use the appropriate media to transfer information and ideas.
	1.4	Identify and follow lines of communication with management and colleagues.
	1.5	Identify the procedures for the location and storage of information.
	1.6	Record information according to organisational procedures.
2. Participate in workplace meetings and discussions	2.1	Make useful contributions in meetings and discussions to facilitate meeting outcomes.
	2.2	Express opinions in a courteous and respectful manner.
	2.3	Confirm that discussions are appropriate to the purpose and proposed outcome of the meeting.
	2.4	Interpret and implement meeting outcomes according to organisational requirements.
3. Complete work-related documents	3.1	Select and complete relevant documents according to organisational requirements.
	3.2	Identify and correct errors on forms and documents according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Appropriate sources** may include but are not limited to:

   - Team members
   - Suppliers
   - Trade personnel
   - Public sector (government)
   - Industry

2. **Communication strategies** may include but are not limited to:

   - Questioning
   - Listening
   - Speaking
   - Writing
   - Non-verbal communication

3. **Media** may include but are not limited to:

   - Memorandum
   - Circular
   - Notice
   - Information discussion
   - Follow-up or verbal instruction
   - Face to face communication

4. **Storage** may include but is not limited to:

   - Manual filing system
   - Electronic filing system

5. **Protocols** may include but are not limited to:

   - Organisational policies and procedures
   - Legislation

6. **Workplace interactions** may include but are not limited to:

   - Face to face
   - Telephone
   - ICT
   - Written (electronic, memos, instructions, forms)
   - Non-verbal (gestures, signals, signs, diagrams)

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational policies and procedures that relate to the communication of information.

2. How to locate, interpret and provide information in response to organisational requirements or customer requests.

3. What are appropriate sources of information.

4. What is effective communication.

5. What are the different modes of communication and how to use them.

6. What are the different communication strategies and how to use them.

7. How to communicate effectively with management, colleagues and clients to provide information and feedback.

8. How to participate in workplace meetings and discussions.

9. How to identify the purpose and proposed outcomes of a meeting and make positive contributions to achieve them.

10. How to express opinions in a clear and courteous manner.

11. How to use basic ICT resources (fax, phone/smartphone, computer/tablet etc.).

12. What is the range of work-related documentation and how this should be completed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting **all** of the performance criteria, range and underpinning knowledge on more than one occasion**.** This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not** be used, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55003 **Develop workplace policies and procedures for sustainability**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to develop and implement workplace sustainability policies and procedures and modify these to suit changed circumstances.
>
> It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within organisations and engage with a range of relevant stakeholders and specialists.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Establish sustainability policies and procedures	1.1 Define the scope of sustainability policies and procedures in accordance with organisational policies.
	1.2 Gather information from a range of sources to plan and develop sustainability policies and procedures.
	1.3 Identify and consult stakeholders as a key component of the policy development process.
	1.4 Include appropriate strategies at all stages of work to promote sustainability in accordance with organisational requirements.
	1.5 Recommend policy options based on likely effectiveness, timeframes and cost.
	1.6 Develop policies and procedures that reflect the organisational commitment to sustainability as an integral part of business planning and as a business opportunity.
	1.7 Identify and agree on appropriate methods of implementation, outcomes and performance indicators based on organisational requirements.

2.	Communicate sustainability policies and procedures	2.1	Promote sustainability policies to key stakeholders including expected outcomes according to organisational policies and procedures.
		2.2	Inform those involved in implementing policies about expected outcomes, activities to be undertaken and assigned responsibilities according to organisational procedures.
3.	Implement sustainability policies and procedures	3.1	Develop and communicate procedures to help implement workplace sustainability policies according to organisational requirements.
		3.2	Implement strategies for continuous improvement in resource efficiency according to organisational requirements
		3.3	Establish recording systems for making continuous improvements in sustainability approaches and assign responsibility according to organisational policies and procedures.
4.	Review the implementation of sustainability policies and procedures	4.1	Document policy outcomes and provide feedback to key personnel and stakeholders according to organisational policies and procedures.
		4.2	Investigate policy successes according to organisational policies and procedures.
		4.3	Monitor records to identify trends that may require remedial action and use them to promote continuous improvement of performance.
		4.4	Modify policies and/or procedures as required to ensure improvements are made.

RANGE STATEMENT

All range statements must be assessed:

1. **Sources** may include but are not limited to:

    - Primary
    - Secondary
    - Tertiary

2. **Stakeholders** may include but are not limited to:

    - Employers
    - Community
    - Government

3. **Strategies** may include but are not limited to:

    - Planning
    - Efficiency
    - Control
    - Competitive advantage

4. **Promote sustainability** may include but is not limited to:

    - Minimise resource use
    - Reduce toxic material
    - Reduce hazardous chemical use
    - Employ life cycle management approaches

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   What is the scope of workplace sustainability policies and procedures.

2.   Why it is important to define the scope of workplace sustainability policies and procedures and how to do so.

3.   Why it is important to gather information from a range of sources to plan and develop workplace sustainability policies and procedures.

4.   Why it is important identify and consult stakeholders as a key component of the policy development process and how to do so.

5.   How to minimise resource use, reduce toxic material and hazardous chemical use and employ life cycle management approaches.

6.   What are the different types of strategies.

7.   What are the different recommendations for policy options based on likely effectiveness, timeframes and cost.

8.   Why it is important develop policies and procedures that reflect the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity and how to do so.

9.   What are appropriate methods of implementation, outcomes and performance indicators.

10.   What are the organisational requirements for promoting workplace sustainability policies and procedures including their expected outcome to key stakeholders and how to do so.

11.   Why it is important to inform those involved in implementing policy about expected outcomes, activities to be undertaken and assigned responsibilities and what are the organisational policies and procedures for doing so.

12.   Why it is important to communicate procedures to help implement organisational sustainability policy and how to do so.

13.   How to implement strategies for continuous improvement in resource efficiency.

14.   Why it is important to implement strategies for continuous improvement in resource efficiency and how to do so.

15.   Why it is important record systems for tracking continuous improvements in sustainability approaches and assign responsibility and how to do so.

16.   What are the organisational procedures for recording systems for tracking continuous improvements in sustainability approaches and assigning responsibility.

17.   How to document policy outcomes and provide feedback to key personnel and stakeholders.

18.   How to investigate the success of the policy according to organisational policies and procedures.

19.   Why it is important to investigate policy successes according to organisational requirements.

20.   How to monitor and use records to identify trends that may require remedial action to promote continuous improvement of performance.

21.   How to modify policies and procedures as required to ensure improvements are made.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA04402   **Develop a personal entrepreneurial strategy**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Identify the nature of entrepreneurship	1.1	Conduct relevant research and identify the required entrepreneurial characteristics.
	1.2	Present the findings of research conducted on entrepreneurial ventures and successes in the Caribbean region in the appropriate format.
	1.3	Assess and rank identified entrepreneurial characteristics.
	1.4	Identify factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind.
2. Identify and assess entrepreneurial characteristics	2.1	Use self-assessment tools/methods to properly identify personal entrepreneurial potential.
	2.2	Apply creatively problem-solving techniques and principles to solve business related problems.
	2.3	Obtain appropriate feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/weakness.

3. Develop a self-assessment profile	3.1	Develop a profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do.
	3.2	Identify areas for development to determine commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognising management competencies.
	3.3	Develop written guidelines to obtain feedback that is solicited, honest, straightforward and helpful but not all positive or negative to facilitate reviews.
4. Craft an entrepreneurial strategy	4.1	Develop a framework and process of setting goals which demand time, self-discipline, commitment, dedication and practice.
	4.2	Establish goals that are specific, measurable, relate to time and are realistic and attainable
	4.3	Establish how priorities including identifying conflict and trade-offs may be resolved.
	4.4	Identify potential problems, obstacles and risks to meeting goals.
	4.5	Identify specific action steps that are to be performed to accomplish goals.
	4.6	Indicate the method by which results will be measured.
	4.7	Establish milestones for reviewing progress and tie these to specific dates on a calendar.
	4.8	Identify sources of help to obtain resources.
	4.9	Provide evidence of the ability to review progress and periodically revise goals to meet requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Concepts** may include but are not limited to:

   - Risk
   - Entrepreneurship
   - Macro-screening
   - Micro-screening
   - Competition
   - Wage employment

2. **Influence factors** may include but are not limited to:

   - Market conditions
   - Markets – demand/supply
   - Global trends
   - Level of economic activities
   - Funding
   - Economic stability
   - Social stability
   - Resources available

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   What is a personal entrepreneurial profile system.

2.   How to identify concepts associated with entrepreneurship.

3.   How to identify and explain factors which influence entrepreneurship locally and regionally.

4.   How to clearly explain the importance of entrepreneurship to economic development and employment.

5.   Why it is important to demonstrate an understanding of the process and discipline that enables an individual to evaluate and shape choices and to initiate effective action.

6.   What is the difference between wage employment and entrepreneurial ventures.

7.   What are effective management systems for:

    - marketing

    - operations/productions

    - finance

    - administration

    - law

8.   How to measure feedback.

9.   What are the methods for developing a personal and business plan.

10.   What is the difference between entrepreneurial and management culture.

11.   How to determine barriers to entrepreneurship.

12.   How to minimise exposure to risk.

13.   How to exploit any available resource.

14.   How to tailor a reward system to meet a particular situation.

15.   How to effectively plan and execute activities.

16.   How to use computer technology to undertake assessments.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out all the elements, meeting all the performance criteria, range and underpinning knowledge. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Products of work
- Observation
- Written/ oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation should not be used except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55103   **Schedule and check-out clients**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to provide a full receptionist service in spa or beauty services.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1.	Plan appointments	1.1	Book clients according to timing of services, availability of operators and salon procedures using the appropriate scheduling methods.
		1.2	Confirm appointment arrangements with client record details in accordance with organisational policies.
2.	Process payments	2.1	Calculate clients' bills according to organisational financial policies.
		2.2	Record items sold in accordance with organisational procedures.
		2.3	Receive and record payments for goods and services in accordance with organisational financial procedures.
		2.4	Complete relevant credit card sales vouchers and facilitate credit clearance when required according to organisational financial policies and procedures.
3.	Supervise staff	3.1	Assist staff as necessary with regards to scheduling and checking out clients.
		3.2	Confirm that client service history is recorded according to organisational requirements.
4.	Implement stock control measures	4.1	Count and record existing stock in line with organisational procedures.
		4.2	Confirm items against delivery documentation and check for accuracy and damage.

4.3   Receive and record items and store appropriately in accordance with organisational procedures.

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RANGE STATEMENT

All range statements must be assessed:

1. **Scheduling and checking-out clients**
    may include but is not limited to:

    - Manually
    - Online (email, WhatsApp,
      Instagram, etc.)

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to schedule appointments and how to do so.

2. Why it is important to confirm appointment arrangements with clients and record details.

3. How to calculate clients' bills.

4. How to record items sold in accordance with organisational policies.

5. How to receive and record payments for salon goods and services.

6. Why it is important to complete relevant credit card sales vouchers and facilitate credit clearance and what are the organisational financial procedures for doing so.

7. How to provide assistance with regards to scheduling and checking out clients.

8. How to record client service history according to organisational procedures.

9. Which methods to use to count and record existing stock on stock systems and what are the organisational policies for doing so.

10. How to confirm items against delivery documentation to check for accuracy and damage.

11. How to receive, record and store items in accordance with organisational procedures.

12. When to use the appropriate scheduling methods and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55203   Design and apply make-up

Unit Descriptor:

> This unit describes knowledge, skills and attitudes required to apply facial make-up products for day, evening or special occasions. It requires the ability to consult with clients, analyse face and skin and to demonstrate and apply make-up products to suit client needs or the make-up brief.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Establish make-up requirements	1.1	Confirm make-up requirements and the occasion according to client requirements.
		1.2	Identify contra-indications to the make-up service and refer the client to an appropriate professional as required according to organisational and industry procedures.
		1.3	Prepare the service area, equipment and self, according to task requirements.
2	Determine the make-up plan	2.1	Design the make-up plan according to results of the analysis, occasion and colour design principles.
		2.2	Confirm the make-up plan with the client according to organisational procedures.
		2.3	Cleanse the face and neck to remove make-up according to organisational procedures and industry requirements.
		2.4	Identify skin type, colour, tone and undertone to select the correct foundation according to the make-up plan.
		2.5	Identify facial shape and areas requiring corrective make-up according to the make-up plan.
		2.6	Select make-up products and equipment according to client requirements and characteristics.

3.	Apply make-up	3.1	Use make-up products sequentially according to the make-up plan and client's skin type and condition.
		3.2	Explain make-up products and application to the client throughout the make-up service and confirm understanding according to organisational procedures.
		3.3	Seek client feedback to evaluate the make-up application and adjust according to client requirements.
4.	Apply false eyelashes	4.1	Consult with the client regarding identified contraindications and eyelash preference, explain application process and confirm understanding.
		4.2	Confirm that all make-up is removed from the eye area to facilitate use of eyelash adhesive if required.
		4.3	Conduct a patch test for eyelash adhesive twenty-four hours prior and note adverse reactions according to product manufacturer's and industry requirements.
		4.4	Prepare natural lashes according to client preference and the make-up plan.
		4.5	Attach lashes according to client eyelash preference using adhesive appropriately, if required in accordance with industry best practices and manufacturer's recommendations.
		4.6	Use eye make-up as required according to client preference and the make-up plan.
		4.7	Seek client feedback to evaluate the make-up application and adjust according to client requirements.
5.	Provide post service advice	5.1	Advise the client on make-up products and techniques to maintain make-up throughout the occasion.

5.2 Advise the client on make-up removal and recommend removal products according to client's skin type and condition.

5.3 Seek client feedback and up-date the make-up plan according to client requirements.

5.4 Explain possible adverse reactions to the client according to organisational and industry procedures.

5.5 Demonstrate the application of make-up products to the client for maintenance of the make-up look throughout the occasion according to organisational procedures.

5.6 Recommend and sell products to maintain the make-up look throughout the occasion and discuss future services according to organisational procedures.

6. Clean service area

6.1 Sanitise non-disposable make-up equipment and tools according to manufacturer's instructions and industry and organisational health and hygiene requirements.

6.2 Re-stock equipment and products to prepare for the next service according to organisational procedures.

6.3 Dispose of general waste to minimise negative environmental impact according to the health and safety requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Occasion** may include but is not limited to:

   - Graduation
   - Weddings
   - Carnival
   - Fantasy
   - Themed birthday
   - Photoshoot
   - Funerals

2. **Contra-indications** may include but are not limited to:

   - Cuts/abrasions/broken skin
   - Scar tissue (less than six months old)
   - Skin conditions e.g., eczema, dermatitis, psoriasis, acne vulgaris, rosacea, allergies
   - Skin tags/moles
   - Sun burn

3. **Make-up equipment** may include but is not limited to:

   - Brushes
   - Sponges
   - Steriliser
   - Face masks
   - Gloves

4. **Make-up products** may include but are not limited to:

   - Concealers
   - Contour powders and creams
   - Face powders
   - Face primers (face, lip, lash, setting spray, etc.)
   - Foundations (cream, stick, liquid, etc.)
   - Highlighters (cheek, under eye, etc.)
   - Lip products (lipstick, liners, gloss, primer, etc.)
   - Eye products (shadows, eye liners, mascara etc.)

5. **Eyelash requirements:**

   - Strip lashes
   - Demi lashes
   - Individual lashes
   - Lower lashes
   - Real hair
   - Silk
   - Synthetic

6. **Characteristics**

   - Age
   - Gender
   - Personality
   - Race
   - Religion

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to confirm make-up requirements and occasion with client.

2. What are contra-indications and how these are identified.

3. Why it is important to identify contra-indications to the make-up service and refer the client to an appropriate professional and what are the organisational and industry procedures for doing so.

4. How to prepare the service area, equipment and self and why it is important to do so.

5. How to design a make-up plan according to the results of analysis, occasion and colour design principles and why it is important to do so.

6. Why it is important to confirm the make-up plan with the client and what are the organisational requirements for doing so.

7. Why it is important to cleanse face and neck thoroughly when removing make-up and how to do so.

8. Why it is important to identify and select the correct skin care and primers for the appropriate skin type, colour, tone and undertone and how to do so.

9. How to identify facial shape and the areas requiring corrective make-up.

10. How to select the appropriate make-up products and equipment according to client requirements and characteristics.

11. Why it is important to apply make-up productions sequentially and how to do so.

12. Why it is important to explain products and demonstrate the application process and what are the organisational procedures for doing so.

13. Why it is important to seek client feedback to evaluate the make-up application and how to do so.

14. Why it is important to consult the client prior to eyelash application.

15. What are the different types of false eyelashes/eyelashes extensions and their application.

16. What are the different types of adhesives used to apply lashes.

17. How to prepare natural lashes according to the client preference and the make-up plan.

18. Why it is important to conduct a patch test for eyelash adhesive and how to do so.

19. Why it is important to note any adverse reactions to adhesives and how to do so.

20. Why it is important to advise the client of the suitability for the application of false eyelashes.

21. What is the procedure for applying strip or individual eyelashes.

22. Why it is important to provide advice on make-up products and techniques on make-up maintenance and what are the organisational procedures for doing so.

23. Why it is important to provide advice for make-up removal techniques and products and what are the organisational procedures for doing so.

24. Why it is important to seek client feedback and update the make-up plan and how to do so.

25. Why it is important to explain possible adverse reactions to clients and what are the industry and organisational requirements for doing so.

26. Why it is important to demonstrate the application of make-up products to clients and how to do so.

27. How to recommend and sell products to clients to maintain the make-up look.

28. How to clean non disposable make-up equipment and tools and why it is important to do so.

29. Why it is important to re-stock equipment and products to prepare for the next service and how to do so.

30. How to dispose of general waste and why it is important to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55303   **Design and apply remedial camouflage make-up**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to apply specialised make-up products. It requires the ability to consult with clients, select products and apply camouflage make-up to disguise the appearance of blemishes, birthmarks and scars.
>
> This unit applies to make-up artists who work in make-up studios and as freelancers. In this environment, they may work as part of a team or autonomously but be able to make independent creative decisions. They should also have knowledge and skills of a range of make-up products and specialised make-up application techniques.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Establish remedial camouflage make-up requirements.	1.1	Consult with the client to identify facial or body areas requiring remedial camouflage.
		1.2	Identify contra-indications and refer the client to an appropriate professional according to industry and organisational procedures.
		1.3	Cleanse the treatment site to remove make-up according to industry and organisational health and safety requirements.
		1.4	Identify skin type and conditions to match skin colour, tone and undertone with camouflage products.
2	Determine the make-up plan	2.1	Design the make-up plan according to the results of analysis and client requirements.
		2.2	Confirm the make-up plan and products according to the client's skin type and condition and organisational procedures.
		2.3	Select make-up products and equipment according to the make-up plan.
3.	Apply remedial camouflage make-up	3.1	Prepare the service area, equipment and self, according to the make-up plan and organisational requirements.

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		3.2	Gown the client to protect clothing according to industry and organisational procedures.
		3.3	Use camouflage products in the correct sequence to disguise skin imperfections according to the make-up plan.
		3.4	Confirm that the foundation or base matches skin tone and adjust as required.
		3.5	Seek client feedback to evaluate make-up application and adjust as required.
4	Review the service	4.1	Record the outcomes of the client treatment plan according to industry and organisational procedures.
		4.2	Recommend make-up products and demonstrate techniques to maintain make-up according to the make-up plan, client's skin type and condition.
		4.3	Advise client and recommend make-up removal products according to client's skin type and condition.
		4.4	Update the treatment plan and re-book the client according to organisational procedures.
5	Clean tools and equipment	5.1	Sanitise non-disposable make-up equipment and tools according to manufacturer's instructions and industry and organisational health and hygiene requirements.
		5.2	Re-stock equipment and products to prepare for the next service according to organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Contra-indications** may include but are not limited to:

   - Cuts/abrasions/broken skin
   - Scar tissue (less than six months old)
   - Skin conditions e.g., eczema, dermatitis, psoriasis, acne vulgaris, rosacea
   - Skin tags/moles
   - Sun burn

2. **Make-up equipment and tools** may include but are not limited to:

   - Brushes
   - Sponges
   - Steriliser
   - Face masks
   - Gloves

3. **Make-up products** may include but are not limited to:

   - Concealers
   - Contour powders and creams
   - Face powders
   - Face primers (face, lip, lash, setting spray, etc.)
   - Foundations (cream, stick, liquid, etc.)
   - Highlighters (cheek, under eye, etc.)
   - Lip products (lipstick, liners, gloss, primer, etc.)
   - Eye products (shadows, eye liners, mascara etc.)

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   Why it is important to identify the make-up plan with clients for remedial camouflage to facial and body areas and how to do so.

2.   What are contra-indications and how these are identified.

3.   Why it is important to identify contra-indications and when to refer the client to an appropriate professional.

4.   Why it is important to cleanse the treatment site thoroughly to remove make-up and how to do so.

5.   Why it is important to identify camouflage products to match skin colour, tone and undertone on the client and how to do so.

6.   Why it is important to confirm the make-up plan with the client.

7.   How to select the appropriate make-up products and equipment for the make-up plan.

8.   Why it is important to plan and organise the service area, equipment and self and how to do so.

9.   Why it is important to gown and protect clothing of the client during make-up service and how to do so.

10.   How to apply camouflage products in the correct sequence to disguise skin imperfections and why it is important to do so.

11.   Why it is important to match and adjust foundation or base to the client's skin tone and how to do so.

12.   Why it is important to seek client feedback to evaluate make-up application and how to adjust as required.

13.   How to record outcomes on the client's treatment plan.

14.   Why it is important to recommend make-up products and demonstrate techniques to maintain make-up according to the make-up plan, client's skin type and condition and what are the industry and organisational procedures for doing so.

15.   How to advise the client and recommend make-up removal products according to the client's skin type and condition and products and what are the organisational procedures for doing so.

16.   Why it is important to re-book the client after the treatment plan and what are the organisational procedures for doing so.

17.   How to clean non disposable make-up equipment and tools and why it is important to do so.

18.   Why it is important to re-stock equipment and products to prepare for the next service and how to do so.

19.   How to dispose of general waste and why it is important to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55403	**Design and apply make-up for photography or videography**

Unit Descriptor:	This unit describes knowledge, skills and attitudes that are required to design and apply make-up for photographic photoshoots in natural and artificial light. It requires the ability to select products and tools to apply photographic or videographic make-up in response to a brief from a client or stylist engaged in a photoshoot or videography.
	This unit applies to beauty therapists and make-up artists who work in beauty salons, make-up studios and photography or videography shoot settings requiring make-up services. In this environment, candidates must be able to work as part of a team, make informed creative decisions and have knowledge and skills across a range of specialised make-up products and application techniques.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Analyse the photography or videography context	1.1 Confirm make-up requirements with the client, photographer, videographer or stylist according to the photoshoot or videography requirements.
	1.2 Determine the photography or videography context by establishing conditions, setting and lighting according to the photoshoot or videography requirements.
	1.3 Determine the photography or videography image, end-use and format according to the photoshoot or videography requirements.
2 Establish make-up requirements	2.1 Identify contra-indications to the make-up service with the client and refer to an appropriate professional as required according to industry and organisational procedures.
	2.2 Cleanse client face and neck to remove make-up according to product manufacturer's instructions and client's skin type and condition.

		2.3	Identify skin type, colour, tone and undertone to select the correct foundation according to the make-up plan.
		2.4	Identify facial shape and areas requiring corrective make-up according to the client's features and the make-up plan.
3.	Determine the make-up plan	3.1	Design and record the make-up plan according to the results of analysis, occasion and colour design principles.
		3.2	Confirm the make-up plan with client, photographer, videographer or stylist according to photoshoot or videography requirements.
		3.3	Select make-up products and equipment according to photoshoot or videography requirements and the make-up plan.
		3.4	Apply skin care and primer products according to manufacturer's instructions and client's skin type and condition.
4	Apply make-up	4.1	Prepare the service area, equipment and self, according to the make-up plan photoshoot or videography requirements and organisational procedures.
		4.2	Use make-up sequentially according to the make-up plan, client's skin type and condition.
		4.3	Seek client, photographer, videographer or stylist's feedback to evaluate make-up application and adjust as required.
		4.4	Maintain make-up during photoshoot or videography according to the make-up plan.
5	Clean tools and equipment	5.1	Sanitise non-disposable make-up equipment and tools according to manufacturer's instructions and industry and organisational health and hygiene requirements.

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5.2   Re-stock equipment and products to prepare for the next service according to organisational procedures.

5.3   Dispose of general waste to minimise negative environmental impact according to the health and safety requirements.

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RANGE STATEMENT

All range statements must be assessed:

1. **Contra-indications:**

   - Cuts/abrasions/broken skin
   - Scar tissue (less than six months old)
   - Skin conditions e.g., eczema, dermatitis, psoriasis, acne vulgaris, rosacea, allergies
   - Skin tags/moles
   - Sun burn

2. **Make-up products:**

   - Concealers
   - Contour powders and creams
   - Face powders
   - Face primers (face, lip, lash, setting spray, etc.)
   - Foundations (cream, stick, liquid, etc.)
   - Highlighters (cheek, under eye, etc.)
   - Lip products (lipstick, liners, gloss, primer, etc.)
   - Eye products (shadows, eye liners, mascara etc.)

3. **Skin type:**

   - Normal
   - Dry
   - Oily
   - Combination (dry and oily)
   - Sensitive
   - Type I: pale white skin, blue/green eyes, blond/red hair
   - Type II: fair skin, blue eyes
   - Type III: darker white skin
   - Type IV: light brown skin
   - Type V: brown skin
   - Type VI: dark skin

4. **Make-up equipment:**

   - Brushes
   - Sponges
   - Steriliser
   - Face masks
   - Gloves

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to confirm make-up requirements with the client, photographer, videographer or stylist.

2. Why it is important to identify the photography or videography context by establishing conditions, setting and lighting and how to do so.

3. How to select the photography or videography image, end-use and format for photoshoot or videography.

4. What are contra-indications and how these are identified.

5. Why it is important identify contra-indications and how to do so.

6. Why and when to refer the client to an appropriate professional.

7. Why it is important to cleanse the face and neck thoroughly and prepare the skin for make-up and how to do so.

8. Why it is important to identify and select the correct skin care, primers and foundation for the appropriate skin type, colour, tone and undertone and how to do so.

9. How to identify facial shape and the areas requiring corrective make-up.

10. How to design a make-up plan according to analysis, occasion and colour design principles and why it is important to do so.

11. How to identify facial shape and the areas requiring corrective make-up.

12. How to select the appropriate make-up products and equipment for the make-up plan.

13. How to prepare the service area, equipment and self for the make-up plan.

14. Why it is important to apply make-up sequentially according to the make-up plan and how to do so.

15. Why it is important to seek client, photographer, videographer or stylist's feedback to evaluate make-up application and adjust as required.

16. Why it is important to maintain make-up during the photoshoot or videography according to the make-up plan and how to do so.

17. What are the manufacturer's and organisational requirements for sanitising non disposable make-up equipment and tools.

18. Why it is important to re-stock equipment and products to prepare for the next service and how to do so.

19. How to dispose of general waste to minimise negative environmental impact according to health and safety requirements.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55503   Apply airbrushed make-up

Unit Descriptor:

> This unit describes knowledge, skills and attitudes to apply airbrushed make-up to face or body. Candidates will be required to prepare the work area, consult with clients, select make-up products and equipment and apply airbrushed make-up.
>
> This unit applies to beauticians and make-up artists who work in beauty salons, make-up studios and as freelancers. In this environment, they may work as part of a team or autonomously. They should have knowledge across a range of airbrush make-up products, application techniques and equipment.

ELEMENT	PERFORMANCE CRITERIA

Candidates must know and understand:

1. Prepare the client	1.1 Organise the client for service according to organisational policies and procedures.
	1.2 Position the client comfortably and ensure comfort throughout the service in accordance with organisational policies and procedures.
	1.3 Sanitise make-up tools and equipment prior to the service in accordance with industry and organisational policies and procedures.
	1.4 Assess the client's skin type and condition to determine appropriate product application techniques.
	1.5 Identify airbrush foundation in accordance with client requirements.
	1.6 Identify and explain contra-indications to the client and refer to an appropriate professional where required in accordance with salon policies and procedure.
	1.7 Identify suitable cleansing products for the face and neck according to client's skin type and condition.
	1.8 Cleanse the client's skin in accordance with industry and organisational policies and procedures.

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2.	Apply make-up	2.1	Prepare the service area and airbrush equipment in accordance with the make-up plan.
		2.2	Set the compressor and test airbrush flow and pressure prior to make-up application in accordance with industry and organisational procedures.
		2.3	Airbrush foundation with circular movements for complete and even skin coverage in accordance with the make-up plan.
		2.4	Add highlighting and shading to required facial areas and use stencils and make-up shields in accordance with the make-up plan.
		2.5	Adjust distance, pressure and airbrushing movements throughout the make-up application in accordance with the make-up plan.
		2.6	Seek client feedback to evaluate make-up application and adjust in accordance with the make-up plan
		2.7	Use setting powder or finishing products, allowing sufficient time for make-up to set in accordance with the make-up plan.
3.	Provide post service advice	3.1	Provide advice on make-up products and techniques for application, to maintain make-up in accordance with organisational procedures.
		3.2	Provide advice for make-up removal and recommend make-up removal products in accordance with organisational procedures.
4.	Clean service area	4.1	Sanitise the service area and equipment according to industry and organisation health and safety requirements.
		4.2	Replenish the service area in accordance with organisational procedures.
		4.3	Leave the work area in a clean and hygienic condition suitable for further use in accordance with organisational procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Skin type** may include but is not limited to:

   - Normal
   - Dry
   - Oily
   - Combination (dry and oily)
   - Sensitive
   - Type I: pale white skin, blue/green eyes, blonde/red hair
   - Type II: fair skin, blue eyes
   - Type III: darker white skin
   - Type IV: light brown skin
   - Type V: brown skin
   - Type VI: dark skin

2. **Contra-indications** may include but are not limited to:

   - Cuts/abrasions/broken skin
   - Scar tissue (less than six months old)
   - Skin conditions e.g., eczema, dermatitis, psoriasis, acne vulgaris, rosacea, allergies
   - Skin tags/moles
   - Sun burn

3. **Airbrush equipment** may include but is not limited to:

   - Air hose
   - Air filter and moisture trap
   - Air regulator
   - Quick release (disconnect)
   - Stencils
   - Airbrush tools
   - Cleaning materials
   - The air source: (airbrush air propellant cans, CO2 Tanks, compressors)

4. **Make-up products** may include but is not limited to:

   - Concealers
   - Contour powders and creams
   - Face powders
   - Face primers (face, lip, lash, setting spray, etc.)
   - Foundations (cream, stick, liquid, etc.)
   - Highlighters (cheek, under eye, etc.)
   - Lip products (lipstick, liners, gloss, primer, etc.)
   - Eye products (shadows, eye liners, mascara etc.)

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   How to prepare and develop a make-up plan.

2.   What is the importance of preparing and developing a makeup plan and how to do so.

3.   How to prepare the client for service and what are the organisational policies and procedures for doing so.

4.   How to position the client comfortably and ensure client comfort throughout the service.

5.   How to sanitise make-up tools and equipment prior to the service and what are the industry and organisational policies and procedures for doing so.

6.   What are the relevant occupational health, safety and hygiene regulations and requirements.

7.   How to assess the client's skin type and condition to determine appropriate product application techniques.

8.   What is the basic structure and function of the skin.

9.   How to analyse the client's face and requirements and design a make-up plan based on facial shape, colour analysis, skin types and conditions, facial areas requiring camouflage or correction, context for the application service.

10.   Why it is important to conduct a skin sensitivity test and how to do so.

11.   How to develop makeup plans and document service outcomes.

12.   What is airbrush foundation and how it is identified.

13.   What are contra-indications and adverse effects and how to identify them.

14.   How to respond to contra-indications and adverse effects and to whom and when to refer the client.

15.   How to identify suitable cleansing products for the face and neck according to the client's skin type and condition.

16.   How to cleanse the client's skin and what are the industry and organisational policies and procedures for doing so.

17.   How to apply a range of cleansing and make-up products.

18.   How to prepare the service area and airbrush equipment in accordance with the make-up plan.

19.   How to operate an airbrush gun and compressor to demonstrate the following:

- airbrushing techniques and precautions
- free-hand and stencils
- circular movements
- long brush stroke
- avoidance of splatter
- avoid excess product application
- increase and decrease compressor pressure for optimal and safe make-up application
- adjust spray patterns based on distance to client's skin

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20. Why it is important to set the compressor and test airbrush flow prior to make-up application and how to do so according to industry and organisational procedures.

21. What are the techniques for applying airbrush foundation to ensure complete and even skin coverage.

22. How to apply highlighting and shading to required facial areas and use stencils and make-up shields in accordance with the make-up plan.

23. How to adjust distance, pressure and airbrushing movements throughout the make-up application in accordance with the make-up plan.

24. Why it is important to seek client feedback to evaluate make-up application and how to adjust it in accordance with the make-up plan.

25. How to apply setting powder or finishing products, allowing sufficient time for make-up to set.

26. How to provide advice on make-up products and techniques for application, to maintain make-up and what are the organisational procedures for doing so.

27. Why it is important to provide advice and recommend make-up removal products and how to do so.

28. How to read and interpret documents, such as manufacturer's product instructions and product warnings.

29. How to sanitise the service area after service according to industry and organisational procedures.

30. How to replenish the service area and what are the organisational procedures for doing so.

31. How to communicate effectively.

32. How to record and evaluate the results of the makeup plan.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55603	**Design and apply creative make-up**

Unit Descriptor:	This unit describes the knowledge, skills and attitudes required to respond to a client brief to design and apply make-up for specialised looks that use creative design and application of make-up. It requires the ability to refine a brief with a client and research, design, trial and apply a creative make-up.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Establish creative make-up requirements	1.1	Consult with the client to develop the design brief according to organisational policy and procedures.
	1.2	Confirm make-up requirements and occasion with the client according to make-up requirements.
	1.3	Identify the lighting and photography to be used for the occasion according to the client brief.
	1.4	Identify contra-indications and refer the client to an appropriate professional as required according to industry and organisational requirements.
2 Determine the make-up plan	2.1	Investigate make-up themes and creative looks and source reference material for use in designing creative make-up.
	2.2	Identify the required make-up products, equipment and techniques for the desired colour schemes and creative looks.
	2.3	Generate creative ideas and design the make-up plan in accordance with client requirements.
	2.4	Confirm the make-up plan, and service with the client and revise as required based on client requirements and organisational policies and procedures.

		2.5	Arrange a make-up trial as required according to the make-up plan.
3.	Prepare for make-up service	3.1	Arrange the service area and equipment in accordance with organisational policy and procedures.
		3.2	Plan to deliver the make-up service according to organisational policy and procedures.
		3.3	Comply with health and hygiene regulations and requirements according to industry standards and organisational policy and procedures.
		3.4	Cleanse client skin to remove make-up in accordance with industry standards.
		3.5	Select make-up products and equipment according to the make-up plan and client requirements.
		3.6	Manage product quantities to avoid wastage of consumables according to organisational policy and procedures.
		3.7	Identify the client's skin type, condition, colour tone and undertone to select foundation in accordance with industry standards.
		3.8	Identify facial shape and identify areas requiring make-up in accordance with industry standards.
4.	Provide post service advice	4.1	Apply make-up according to the modified make-up plan.
		4.2	Confirm that the make-up application meets the requirements of the client and make-up design according to organisational policy and procedures.
		4.3	Advise on make-up products and techniques to maintain make-up throughout the occasion according to organisational policy and procedures.

		4.4	Recommend make-up removal products and methods in accordance with industry standards.
5.	Clean service area	5.1	Sanitise non-disposable make-up equipment and tools in accordance with industry standards and health and safety regulations.
		5.2	Re-stock equipment and products to prepare for the next service according to organisational policy and procedures.
		5.3	Dispose of general waste to minimise negative environmental impact in accordance with industry, environmental standards and health and safety regulations.

RANGE STATEMENT

All range statements must be assessed:

1. **Organisational policy and procedures** may include but are not limited to:

   - Client record management
   - Equipment use and maintenance
   - Incident reporting
   - Personal hygiene and presentation
   - Presentation of treatment area
   - Waste disposal
   - Work health and safety

2. **Skin types** may include but are not limited to:

   - Dry/lipid/lipid dry
   - Oily/lipid
   - Diffused red

3. **Contra-indications** may include but are not limited to:

   - Bacterial, fungal, parasitic and viral infections (e.g., colds, influenza, fever, cold sores, warts)
   - Abnormal skin (e.g., eczema, dermatitis, psoriasis, acne vulgaris, rosacea)
   - Recent hair removal
   - Burns
   - Symptoms of allergies to products (red eyes, itchy eyes and skin, skin irritation, skin redness)

4. **Creative looks** may include but are not limited to:

   - Avant-garde
   - Fashion
   - Period or decade
   - Fantasy
   - Entertainment

5. **Make-up products** may include but are not limited to:

    - Water based
    - Oil based
    - High pigment
    - Neutralisers
    - Individual, strip, false and glamour eyelash enhancements from professional range

6. **Make-up equipment and tools** may include but are not limited to:

    - Brushes for foundation, eye make-up and powder
    - Eye equipment (e.g., disposable mascara wands, lash curler, tweezers, pencil sharpener)
    - Make-up box, palettes or tiles
    - Make-up products (e.g., skin cleansers, toners, moisturisers; water and oil-based make-up products from two (2) comprehensive professional ranges)
    - headband or hair clips
    - Powder puffs, sponges and wedges, disposable cotton buds, facial wipes, spatulas and tissues
    - Protective bibs, make-up shields and stencils
    - Adjustable make-up chair
    - Cleaning and disinfection products and equipment, hand and brush sanitisers
    - Hand-held mirror, magnifying lamp, make-up lighting

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   What are the organisational policies and procedures relevant to make-up services.

2.   What are the organisational and industry health and safety regulations relevant to make-up services.

3.   What are the manufacturer's instructions relevant to equipment and tools for make-up services.

4.   Why it is important to consult with the client to develop the design brief.

5.   Why it is important to confirm make-up requirements and occasion with the client.

6.   Why it is important to identify lighting and photography to be used for occasion.

7.   What are the different types of contra-indications and how to identify them.

8.   When to refer clients to an appropriate professional and what are the organisational and industry procedures for doing so.

9.   What are the different types of effects created with make-up products.

10.   What types of products are used for creative make-up.

11.   What is the colour wheel theory and how this is used.

12.   What types of equipment and tools are used for creative make-up according to industry standards.

13.   How to design and update make-up plans according to client requirements.

14.   Why it is important to explain and confirm make-up plans with the client.

15.   Why it is important to arrange a make-up trial according to the make-up plan and how to do so.

16.   What are creative looks and what are the application techniques used to achieve them.

17.   How to present self and prepare service area and equipment.

18.   Why it is important to comply with the health and safety regulations when applying creative make-up.

19.   Why it is important to cleanse client skin and how to do so.

20.   How to manage product quantity to avoid wastage.

21.   What are the different skin types according to industry standards.

22.   Why it is important to identify client skin type, condition, colour, tone and undertone and how to do so.

23.   What are the different types of facial shapes and body shapes and their relationship to the make-up design.

24.   Why it is important to identify facial shape, and areas requiring make-up and how to do so.

25.   How to apply creative make-up according to industry standards.

26.   Why it is important to confirm that the make-up application meets the requirements of client and make-up design.

27.   Why it is important to advise on make-up products and techniques to maintain make-up throughout occasion.

28.   Why it is important to recommend make-up removal products and methods.

29.   How to clean non disposable make-up equipment and tools.

30.   How to re-stock equipment and products to prepare for next service.

31.   How to dispose of general waste to minimise negative environmental impacts.

32.   Why it is important to implement sustainable operating procedures for the conservation of product, water and power.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55703   **Design and apply special effects make-up**

Unit Descriptor:

> This unit deals with the knowledge, skills and attitudes required to design special makeup effects and provide make-up services for productions in the screen and entertainment industries.
>
> It applies to those who create effects such as scars, ageing and illness, and often have to attach prosthetics.
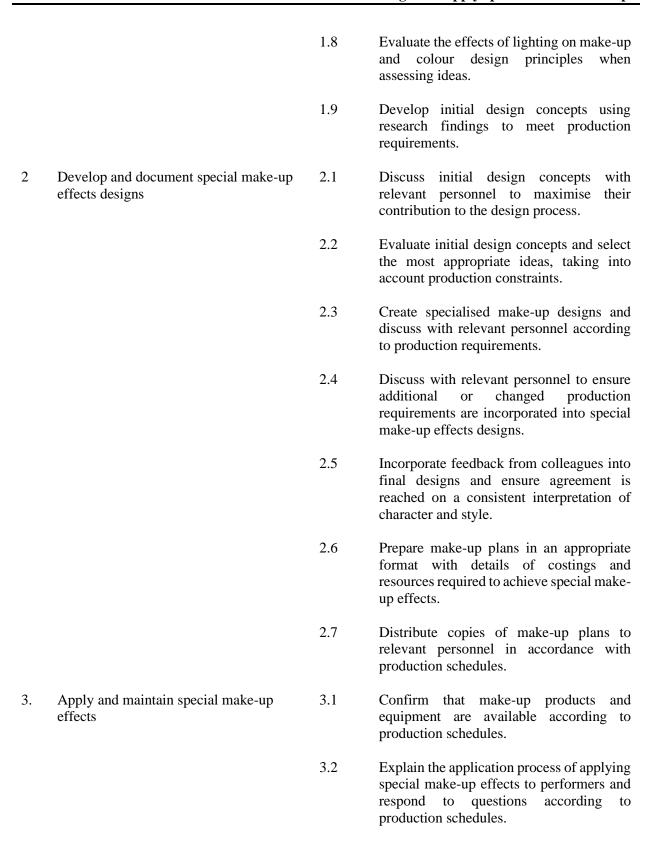
ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Develop initial design concepts	1.1	Analyse production documentation to determine the overall production requirements and schedules.
		1.2	Identify factors that may affect the design and implementation of special make-up effects.
		1.3	Identify the type and condition of performers' skin and other special requirements that need to be taken into account in accordance with production requirements.
		1.4	Source reference materials and research aspects of special make-up effects design projects from relevant sources.
		1.5	Maintain currency of reference materials and findings and organise them for easy access by others.
		1.6	Identify factors that may affect the creation of prosthetics required for special effects.
		1.7	Generate a range of design ideas that provide creative solutions to special make-up effects requirements and demonstrate how make-up can enhance characterisation.

		1.8	Evaluate the effects of lighting on make-up and colour design principles when assessing ideas.
		1.9	Develop initial design concepts using research findings to meet production requirements.
2	Develop and document special make-up effects designs	2.1	Discuss initial design concepts with relevant personnel to maximise their contribution to the design process.
		2.2	Evaluate initial design concepts and select the most appropriate ideas, taking into account production constraints.
		2.3	Create specialised make-up designs and discuss with relevant personnel according to production requirements.
		2.4	Discuss with relevant personnel to ensure additional or changed production requirements are incorporated into special make-up effects designs.
		2.5	Incorporate feedback from colleagues into final designs and ensure agreement is reached on a consistent interpretation of character and style.
		2.6	Prepare make-up plans in an appropriate format with details of costings and resources required to achieve special make-up effects.
		2.7	Distribute copies of make-up plans to relevant personnel in accordance with production schedules.
3.	Apply and maintain special make-up effects	3.1	Confirm that make-up products and equipment are available according to production schedules.
		3.2	Explain the application process of applying special make-up effects to performers and respond to questions according to production schedules.

	3.3	Confirm that performers are covered to protect hair and clothes and ensure that they are comfortable and protected from hazards in accordance with production requirements.
	3.4	Test special make-up effects to be applied to the skin and scalp for adverse reactions in accordance with organisational and industry requirements.
	3.5	Comply with health and hygiene requirements when applying special make-up effects in line with make-up plans.
	3.6	Apply prosthetics using appropriate materials, equipment and techniques to meet production requirements.
	3.7	Confirm that the final effects meet production requirements.
	3.8	Make required adjustments in accordance with the make-up plan at appropriate times during the production.
4. Remove special make-up effects	4.1	Show performers how to remove special make-up effects as required in accordance with organisational and industry requirements.
	4.2	Take off special make-up effects using appropriate products, checking that performers are comfortable and protected from hazards during the process.
	4.3	Remove prosthetics to minimise performers' discomfort.
	4.4	Seek medical advice if skin irritation or other problems arise in accordance with organisational and industry health and safety requirements.
	4.5	Clean make-up equipment and confirm that the work area is left in the original or an improved condition.

5.	Clean make-up equipment and products	5.1 Sanitise non-disposable make-up equipment and products according to manufacturer's instructions and safety, health and hygiene requirements.
		5.2 Dispose of general waste in the correct manner according to environmental and safety, health and hygiene requirements.
		5.3 Complete workplace documentation as required according to production schedules.
		5.4 Re-stock make-up equipment and make-up products to prepare for next service according to production schedule.

RANGE STATEMENT

All range statements must be assessed:

1. **Production documentation** may include but is not limited to:

   - Make-up plans
   - Designs for special make-up effects and prosthetic pieces
   - Colour design principles
   - Health, safety and hygiene requirements
   - Production schedules
   - Numerical data
     - budget constraints
     - estimating cost of products for specialised make-up
     - maintaining budget on products
     - estimating time required to apply make-up
     - estimating number of make-up personnel required
   - Scripts
   - Synopsis break-down of characters
   - Research documents
   - Copyright of body paint designs
   - Product labels
   - Manufacturer's guidelines

2. **Special make-up effects** may include but are not limited to:

   - Scars, wounds, burns
   - Ageing
   - Illness
   - Prosthetics
   - Beard application

3. **Make-up products** may include but is not limited to:

    - Concealers
    - Foundation (liquid or solid)
    - Powders
    - Eye shadows (matt or frosted)
    - Blushes
    - Mascaras (powder, liquid, wand)
    - Lipsticks
    - Pencils
    - Protective gels and creams
    - Latex
    - Make-up grade
    - Glues or gums
    - Sunscreen

    - Media (facial hair, prosthetics and eyelashes)
    - Non-toxic colour or dye

4. **Make-up equipment** may include but is not limited to:

    - Applicators (e.g. sponges, brushes)
    - Pallets or tiles
    - Eyelash equipment (e.g. lash curlers, tweezers)
    - Magnifying mirror
    - Containers, trays, make-up box etc.
    - Spatulas
    - Towels
    - Hairclips and bands
    - Tissues
    - Protective equipment (e.g. bibs, smocks, face masks, gloves
    - Sterilisers

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to analyse production documentation.

2. What are the roles and responsibilities of personnel who need to be consulted in relation to designing special make-up effects.

3. What are the factors that may affect the design and implementation of special make-up effects and how to identify them.

4. How to identify the type and condition of performers' skin, and other special requirements for performers, that need to be taken into account.

5. Why it is important to research aspects of special make-up effects design projects from relevant sources and how to do so.

6. Why it is important to maintain currency of reference materials and findings and organise them for easy access by relevant personnel and how to do so.

7. Why it is important to identify factors that may affect the creation of prosthetics required for special effects and how to do so.

8. How to create a range of design ideas that provide creative solutions to special make-up effects requirements.

9. How the use of special make-up effects can enhance characterisation.

10. Why it is important to evaluate the effects of lighting on make-up and colour design principles.

11. How to use colour design principles in the context of designing special make-up effects.

12. How to develop initial design concepts using research findings to meet production requirements.

13. Why it is important to discuss initial design concepts with relevant personnel.

14. Why it is important to evaluate initial design concepts and select the most appropriate ideas, taking into account production constraints and how to do so.

15. Why it is important to produce specialised make-up designs and discuss with relevant personnel according to production requirements.

16. What are the effects created by different make-up products and colour application techniques.

17. Why it is important to discuss additions or changes to production requirements with relevant personnel and incorporate special make-up effects designs.

18. Why it is important to integrate feedback from colleagues into the final designs and ensure agreement is reached on a consistent interpretation of character and style.

19. How to prepare make-up plans in an appropriate format with details of costings and resources required to achieve special make-up effects according to production schedules.

20. Why it is important to issue copies of make-up plans to relevant personnel.

21.   Why it is important to confirm that make-up products and equipment are available.

22.   Why it is important to explain the application process of special make-up effects to performers and respond appropriately to questions.

23.   Why it is important to ensure that performers are covered, comfortable and protected from hazards.

24.   Why it is important to examine special make-up effects to be applied to skin and scalp for adverse reactions and how to do so.

25.   Why it is important to comply with safety, health and hygiene requirements when applying special make-up effects in line with make-up plans.

26.   How to apply prosthetics using appropriate materials, equipment and techniques to meet production requirements.

27.   Why it is important to confirm that the final effects meet production requirements and how to do so.

28.   How to make required adjustments at appropriate times during the production.

29.   Why it is important to demonstrate to performers how to remove special make-up effects and how to do so.

30.   Why it is important to remove special make-up effects using appropriate products and check that performers are comfortable and protected from hazards during the process and how to do so.

31.   How to remove prosthetics carefully to minimise performers' discomfort and what are the industry standards for doing so.

32.   Why it is important to seek medical advice promptly if skin irritation or other problems arise and what are the organisational or industry health, safety and hygiene requirements for doing so.

33.   Why it is important to clean make-up equipment and confirm that the work area is left in the original or improved condition.

34.   How to complete workplace documentation.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55803   **Design, apply and remove make-up**

Unit Descriptor:	This unit deals with the knowledge, skills and attitudes required to design, apply and remove standard make-up for performers and talent appearing in screen and entertainment industry productions. It applies to individuals who use their creative skills, working alone or as part of a team, to design make-up that meets production requirements and brings out the subject's best features.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Design make-up	1.1 Confirm make-up requirements in consultation with relevant personnel and with reference to production documentation.
	1.2 Generate a range of ideas for make-up designs that take colour design principles and lighting effects into account and provide creative solutions to production requirements.
	1.3 Identify production factors that may affect design solutions.
	1.4 Identify skin types, skin disorders, contra-indications or specific requirements of performers or talent that must be considered according to work, health and safety procedures.
	1.5 Prepare costings for make-up products and equipment and seek approval for expenditure as required according to production requirements.
	1.6 Discuss design ideas with relevant personnel and document agreed make-up plans.
	1.7 Check that make-up products and equipment are available in time to meet production schedules.

2.	Prepare to apply make-up	2.1	Lay out work area to ensure efficient application of make-up to meet production requirements.
		2.2	Check health and hygiene procedures and manufacturer's recommendations for use and care of make-up products and equipment.
		2.3	Dress performers or talent with required covering to protect hair and clothes according to health and safety requirements.
		2.4	Check the suitability of products before cleansing performers' skin in accordance with work, health and safety procedures.
3.	Apply and maintain make-up	3.1	Maintain performers' comfort and protect from hazards during make-up application in accordance with work, health and safety procedures.
		3.2	Use products in sequence using appropriate applicators according to make-up plans and health and hygiene requirements.
		3.3	Explain procedures and products to performers during each stage of application and confirm understanding of the process.
		3.4	Take remedial action if there is an adverse reaction to products within the limits of own authority and refer to relevant persons if necessary.
		3.5	Check that final make-up effects meet production requirements.
		3.6	Make required adjustments at appropriate times during productions.
4.	Remove make-up	4.1	Maintain performers' comfort and protect from hazards during make-up removal in accordance with work, health and safety procedures.
		4.2	Explain make-up removal procedures to performers or talent and confirm understanding of the process.

		4.3	Remove make-up using appropriate cleansing products and in accordance with manufacturer's instructions.
		4.4	Wash, disinfect or discard make-up equipment in accordance with work, health and safety procedures.
		4.5	Clean and leave work areas in the original or an improved condition in accordance with work, health and safety procedures.
5.	Prepare for next production	5.1	Dispose of general waste in the correct manner according to work, environmental and health and safety procedures.
		5.2	Review the production process with relevant personnel and record feedback to improve services.
		5.3	Confirm the next productions using production documentation.
		5.4	Prepare for next productions using sufficient resources according to production documentation.

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RANGE STATEMENT

All range statements must be assessed:

1. **Production documentation** may include but is not limited to:

   - Make-up plans
   - Designs for special make-up effects and prosthetic pieces
   - Colour design principles
   - Health, safety and hygiene requirements
   - Production schedules
   - Numerical data
     - budget constraints
     - estimating the cost of products for specialised make-up
     - maintaining budget on products
     - estimating time required to apply make-up
     - estimating number of make-up personnel required
   - Scripts
   - Synopsis break-down of characters
   - Research documents
   - Copyright of body paint designs
   - Product labels
   - Manufacturer's guidelines
   - Call sheets, running sheets
   - Costume break-down lists, costume plots
   - Stock orders

2. **Make-up products** may include but are not limited to:

   - Blushes, foundation (liquid or solid), powders
   - Cleansers, toners, moisturisers
   - Eyeshadows (matte or frosted), mascaras (powder, liquid, wand or block)
   - Lipsticks or lip glosses
   - Pencils
   - Pre make-up products and stabilisers, concealers, fixative
   - Protective gels and creams, sunscreen

3. **Make-up equipment** may include but is not limited to:

   - Airbrushes
   - Containers (e.g. trays, make-up box), pallets or tiles
   - Hairclips and bands
   - Eyelash equipment (e.g. Lash curlers, tweezers)
   - Magnifying mirror

   - Make-up remover pads, moist towelettes, cotton buds, tissues, towels
   - Pencil sharpener
   - Protective bibs and smocks
   - Sponges, brushes, applicators, powder puffs, spatulas

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. Why it is important to confirm make-up requirements in consultation with relevant personnel and with reference to production documentation and how to do so.

2. What are the roles and responsibilities of personnel in the screen and entertainment industries who need to be consulted in relation to make-up issues.

3. How to generate a range of ideas for make-up designs that take colour design principles and lighting effects into account and provide creative solutions to production requirements.

4. What is the relationship of colour design principles to make-up.

5. What are the different types of effects of natural and artificial lighting on make-up and how make-up colours appear on the screen.

6. How to identify production factors that may affect design solutions.

7. How to identify skin types, skin disorders, contra-indications or specific requirements of performers or talent that must be considered according to work, health and safety procedures.

8. How to prepare costings for make-up products and equipment and seek approval for expenditure as required according to production requirements.

9. Why it is important to discuss design ideas with relevant personnel and document agreed make-up plans.

10. Why it is important to check make-up products and equipment are available in time to meet production schedules and how to do so.

11. How to lay out work area to ensure efficient application of make-up to meet production requirements.

12. What are the work health and safety (WHS) procedures that apply to providing make-up services.

13. Why it is important to check health and hygiene procedures and manufacturer's recommendations for use and care of make-up products and equipment.

14. How to dress performers or talent with required covering to protect hair and clothes according to production requirements.

15. Why it is important to check the suitability of products before cleansing performers' skin in accordance with work, health and safety procedures and how to do so.

16. How to maintain performers' comfort and protect from hazards during make-up application in accordance with work, health and safety procedures.

17. How to apply products in sequence using applicators according to make-up plans and health and hygiene requirements.

18. Why it is important to explain procedures and products to performers during each stage of application and to confirm understanding.

19. Why it is important to take immediate remedial action if there is an adverse reaction to products and to whom referrals should be made if necessary.

20.   How and why skin can react to make-up products commonly used in screen and entertainment industry productions.

21.   Why it is important to check final make-up effects meet production requirements.

22.   What are the different types of effects created by different make-up products and colour application techniques.

23.   How to make required adjustments at appropriate times during productions.

24.   How to maintain performers' comfort and protect from hazards during make-up removal in accordance with work, health and safety procedures.

25.   Why it is important to explain make-up removal procedures to performers or talent and confirm understanding.

26.   How to remove make-up using appropriate cleansing products.

27.   How to wash, disinfect or discard make-up equipment in accordance with work, health and safety procedures.

28.   How to clean and leave work areas in the original or an improved condition.

29.   How to dispose of general waste in the correct manner according to work, environmental and health and safety procedures.

30.   Why it is important to review the production process with relevant personnel and record feedback.

31.   Why it is important to confirm next production schedule using production documentation.

32.   How to prepare for next production schedule using sufficient resources according to production documentation.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA55903   **Research and apply beauty industry information**

Unit Descriptor:

> This unit describes knowledge, skills, and attitudes required to access information and update knowledge of the beauty industry and relevant industry legislation. It requires the ability to research beauty industry trends and their relationship to other industries.
>
> This unit applies to beauticians, make-up artists and retail cosmetic assistants who work in beauty salons and beauty retail outlets. In this environment, candidates must be able to make routine decisions within a defined range but are expected to be up-to-date with industry trends.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Source and use information	1.1	Identify and access relevant sources of information from within the beauty industry according to organisational procedures.
		1.2	Obtain information that assists with effective work performance within the beauty industry.
		1.3	Demonstrate knowledge of the beauty industry to enhance the quality of your own work performance.
2	Source and apply information on legal and ethical issues	2.1	Identify sources of legal and ethical information to assist effective work performance.
		2.2	Identify legal obligations and ethical practices that impact on client and treatment according to industry practices.
		2.3	Interpret and confirm understanding of legal and ethical information according to organisational requirements.
3.	Update knowledge of the beauty industry and products	3.1	Update knowledge of the beauty industry, products and services to enhance performance according to organisational procedures.

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3.2 Monitor current issues of concern that may impact own performance according to organisational requirements.

3.3 Share beauty industry information with clients and colleagues according to organisational procedures.

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RANGE STATEMENT

All range statements must be assessed:

1. **Sources:** may include but are not limited to:

    *   Manual
    *   Online

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to identify and access relevant sources of information from within the beauty industry and what are the organisational procedures for doing so.

2. How to obtain information that assists with effective work performance within the beauty industry.

3. Why it is important to apply knowledge of the beauty industry to enhance the quality of own work performance and how to do so.

4. What are the legal obligations and ethical practices that impact on the client and treatment and how these are identified.

5. Why it is important to interpret and confirm understanding of legal and ethical information and what are the organisational requirements for doing so.

6. How to source, interpret and maintain legal and ethical information and what are the organisational requirements for doing so.

7. Why it is important to regularly update knowledge of the beauty industry, products and services to enhance performance.

8. How to monitor current issues of concern that may impact own performance and what are the organisational requirements for doing so.

9. Why it is important to share beauty industry information with clients and colleagues and what are the organisational procedures for doing so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

UA56003   **Supervise and coordinate teams**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required for effective supervise, coordinate and communicate with teams. It includes completing individual and team tasks and providing coaching to team members.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Identify tasks for the team	1.1	Establish goals for the team according to operational procedures and requirements.
		1.2	Communicate and allocate tasks required to achieve goals according to organisational policies and procedures.
2.	Finalise tasks	2.1	Complete individual tasks a as part of the team within designated timelines.
		2.2	Negotiate changes to organisational responsibilities to meet reviewed demands.
		2.3	Participate in the evaluation of the team's performance in accordance with team goals.
		2.4	Provide support to colleagues to ensure designated team goals are met.
3.	Coach on the job	3.1	Train team members who are unfamiliar with specific procedures.
		3.2	Inform team members of the application of the work skill or job being taught according to the assigned task.
		3.3	Use a systematic approach including explanation and demonstration where appropriate.
		3.4	Encourage trainees by providing positive comments and feedback during and after instruction to help them learn from their mistakes.

3.6   Encourage and guide trainees to evaluate
        their own performance for improvement.

3.7   Evaluate trainees' performance according
        to organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Team** may include but is not limited to:

   - Functional
   - Cross-functional
   - Self-managed
   - Virtual

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the organisational policies and procedures and industry codes of practice with regards to the supervision and coordination of staff, communication in the workplace.

2. Why is it important to communicate with staff, coach, and motivate staff according to workplace procedures.

3. How to communicate with staff, coach, and motivate staff according to workplace procedures.

4. What are the relevant legislation and statutory requirements, including industry awards/agreements and organisational policies in regards to working periods, overtime, breaks.

5. Why it is important to understand the staff roster system.

6. How to roster staff.

7. Why it is important to know and understand employment classifications, full or part-time.

8. Why it is important to know and understand meeting procedures.

9. Why it is important to have group presentation skills and goal setting.

10. Why it is important to know and understand the local industry association code of ethics.

11. What are time and stress management and how these are applied.

12. Why it is important to know and understand internal and external client contact and personal hygiene and deportment.

13. Why it is important to know and understand the issues regarding equal opportunity grievance procedures and discrimination and how they are applied.

14. What are the current industrial requirements for organisations.

15. What are verbal and non-verbal communication skills.

16. Why it is important to communicate.

17. How to apply policies and procedures with regards to communicating with staff, coaching, and motivating staff according to workplace procedures.

18. How to accurately interpret and consistently apply local statutory requirements or regulations including relevant industry awards/agreements and maintain staff records as required.

19. How to identify team goals and what are the methods to achieve goals and assist and support the team in their achievement.

20. How to evaluate team performance in relation to the achievement of goals and offer solutions where goals are not met.

21. How to use training/coaching skills.

22. How to use team building and motivation skills.

23. How to apply planning skills.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion
- Grading sheets/ Review sheets

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

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UA23002   **Undertake small business planning**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to research and develop an integrated business plan for achieving business goals and objectives.
>
> It applies to individuals who independently operate a small business or work as part of a larger organisation. Individuals in this role must be able to interpret business information and numerical data competently.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Identify the elements of a business plan	1.1 Establish the purpose of the business plan in accordance with the stakeholder expectation.
	1.2 Review essential components of the business plan with relevant personnel.
	1.3 Use various stimuli to generate concepts/ideas for new business and communicate with relevant persons and encourage their feedback.
	1.4 Document business goals and objectives as a basis for measuring business performance.
2. Develop a business plan	2.1 Evaluate the feasibility of the concept/idea and create an action plan to move from concept/idea to product according to best practices.
	2.2 Research market needs, size and potential in accordance with the scope of the business.
	2.3 Research resources, legal and compliance requirements, specifically in relation to safety and health issues, in accordance with business goals and objectives.
	2.4 Identify sources and costs from the financial plan to provide required liquidity and profitability for the business.

	2.5 Evaluate and choose methods, from marketing strategies to promote the business.
	2.6 Identify methods of production from operations plans that conform with business goals and objectives.
	2.7 Assess staffing requirements to effectively produce or deliver products and services.
	2.8 Identify, assess and prioritise internal and external risks.
	2.9 Identify specialist services and sources of advice, where required and cost in accordance with available resources.
3. Develop strategies for minimising risks	3.1 Confirm the support of relevant personnel for goals and objectives according to the business plan.
	3.2 Collaborate with relevant others to develop risk management strategies according to business goals and objectives, and relevant legal requirements.
	3.3 Develop a contingency plan to address possible areas of non-conformance with the plan.

RANGE STATEMENT

All range statements must be assessed:

1. **Business plan** may include but is not limited to:

   - Ownership
   - Finances (forecasts, sources of funding)
   - Resources (human, physical)
   - Services (market focus)

2. **Goals and objectives** may include but is not limited to:

   - Customer needs
   - Social responsibility
   - Lifestyle issues

3. **Health and safety issues** may include but are not limited to:

   - Specific hazards
   - Management of operations (including resources)
   - Procedures

4. **Financial plan** may include but is not limited to:

   - Sources of finance
   - Funding requirements
   - Financial continuum

5. **Marketing strategies** may include but are not limited to:

   - Electronic
   - Paper

6. **Staffing requirements** may include but are not limited to:

   - Internal staff
   - Contractors

7. **Specialist services** may include but are not limited to:

   - Financial
   - Human resources
   - Production
   - Marketing

8. **Relevant personnel** may include but are not limited to:

   - Financial consultants
   - Investors

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UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to interpret and apply the relevant legislation from all levels of government that affect business operation especially with regards to occupational health and safety and environmental issues, equal opportunities, industrial relations and anti-discrimination.

2. What are and how to apply methods of evaluation to business plans.

3. What are OHS responsibilities and procedures for identifying hazards relevant to the business.

4. How to use the planning processes in business development.

5. How to prepare a business plan.

6. What are the principles of risk management relevant to business planning.

7. What are the reasons for and benefits of business planning.

8. What are the relevant industry codes of practice for your business area.

9. What are goals, objectives and mission statements and how to set and create them.

10. What are and how to use the different types of business planning - feasibility studies, strategic, operational, financial and marketing planning.

11. How and why a contingency plan for the business should be developed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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(2) Method of Assessment

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- Observation
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- Professional discussion

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(3) Context of Assessment

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Level 3   Glossary of Terms

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures that the Assessor has all of the evidence about a candidate's performance. It also allows them to clarify situations.

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate, the Assessor is able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance,** however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is <u>essential</u> for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are two categories of units:

Mandatory units - are core to a qualification and must be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based projects

Work-based projects are a useful way for the candidate to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).