

# **Level 2 - Principal Learning**

## **Hair and Beauty Studies (2762)**

### **Unit 8: Exploring skin care and make-up**

**Controlled assessment material**

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## Level 2 Unit 8: Exploring skin care and make-up

### Controlled assessment material – Information for teachers

**This assignment is provided as an example only. Consortia should produce their own assessments in line with the assessment section of the unit, based on their local delivery circumstances.**

#### Overview

This assignment is based on the case study below. It is taken under controlled conditions, in which the learner will complete **two** tasks. The first task is to complete **three** case studies to show skills and abilities for beauty therapy. The second task is to show knowledge and understanding of the work produced in Task 1.

The learner may be able to complete the work for Task 1 in any of the following settings: during work experience on models; in the classroom on peers or in a realistic learning environment on mannequin heads or in any setting that is appropriate for experiencing work-related activities. The learner will be responsible for choosing their own format and style when producing the illustrated piece of written work for Task 2.

#### Time

It is expected that approximately **10 hours** will be taken to complete the tasks.

#### Resources

Learners may require access to word processing software, and could also use presentation software for the tasks. The routine and treatment case studies may be completed in a range of establishments including the learner's own work placement, a salon in the local area or in the RLE in the centre. A teacher would need to be present to supervise and assess the practical work.

#### Supervision

Learners will need to be supervised when:

- completing the routine and treatments
- producing the visual presentation.

#### Collaboration

Learners may collaborate to obtain information in order to complete the tasks.

The case studies and presentation are **not** suitable for collaborative work.

## Marking

Please note that the descriptions in this assessment grid relate to the top of each band. Further guidance on using assessment grids is available in the assessment section of the specification.

Learning outcomes	Band 1	Band 2	Band 3
	The learner has:		
	<b>0 to 2 marks</b>	<b>3 to 4 marks</b>	<b>5 to 6 marks</b>
1 Understand the factors that influence skin care and make-up techniques	Explained showing limited awareness how factors can be expressed through the use of skin care and make-up.	Explained showing clear awareness how factors can be expressed through the use of skin care and make-up.	Explained showing an extensive appreciation how factors can be expressed through the use of skin care and make-up.
	<b>0 to 5 marks</b>	<b>6 to 10 marks</b>	<b>11 to 15 marks</b>
2 Know the range of professional treatments for basic skin care and make-up	<p>Described showing limited knowledge the function, benefits, effects and suitability of products.</p> <p>Described showing limited knowledge the function, benefits, effects and suitability of tools and equipment.</p> <p>Described showing limited knowledge the function, benefits, effects and suitability of treatments available.</p> <p>Stated showing limited awareness the principles of make-up application.</p> <p>Described using limited knowledge the techniques and procedures used to enhance facial skin care treatments.</p> <p>Stated displaying limited knowledge the health safety requirements for preparing and carrying out skin care and make-up services.</p>	<p>Described showing clear knowledge function the benefits, effects and suitability of products.</p> <p>Described showing clear knowledge the function, benefits, effects and suitability of tools and equipment.</p> <p>Described showing clear knowledge the function, benefits, effects and suitability of treatments available.</p> <p>Stated showing clear awareness the principles of make-up application.</p> <p>Described using clear knowledge the techniques and procedures used to enhance facial skin care treatments.</p> <p>Stated displaying clear knowledge the health, safety requirements for preparing and carrying out skin care and make-up services.</p>	<p>Described showing extensive knowledge the function, benefits, effects and suitability of products.</p> <p>Described showing extensive knowledge the function, benefits, effects and suitability of tools and equipment.</p> <p>Described showing extensive knowledge the function, benefits, effects and suitability of treatments available.</p> <p>Stated showing broad awareness the principles of make-up application.</p> <p>Described using comprehensive knowledge the techniques and procedures used to enhance facial skin care treatments.</p> <p>Stated displaying comprehensive knowledge the health, safety requirements for preparing and carrying out skin care and make-up services.</p>

	<b>0 to 3 marks</b>	<b>4 to 6 marks</b>	<b>7 to 9 marks</b>
3 Know the critical factors and principles of make-up	<p>Displayed limited knowledge when describing the critical factors that prevent and restrict skin care and make-up treatments.</p> <p>Explained displaying limited knowledge how to deal with factors that may prevent skin care and make-up treatments.</p>	<p>Displayed clear knowledge when describing the critical factors that prevent and restrict skin care and make-up treatments.</p> <p>Explained displaying clear knowledge how to deal with factors that may prevent skin care and make-up treatments.</p>	<p>Displayed broad comprehensive knowledge when describing the critical factors that prevent and restrict skin care and make-up treatments.</p> <p>Explained displaying broad, comprehensive knowledge how to deal with factors that may prevent skin care and make-up treatments.</p>
	<b>0 to 4 marks</b>	<b>5 to 8 marks</b>	<b>9 to 12 marks</b>
4 Be able to generate make-up looks	<p>Communicated with clients to find out requirements using limited terminologies.</p> <p>Created basic ideas for a limited range of make-up looks and took into account limited range of influences.</p>	<p>Communicated with clients to find out requirements using clear terminologies.</p> <p>Created clear ideas for a limited range of make-up looks and took into account good range of influences.</p>	<p>Communicated with clients to find out requirements using extensive terminologies.</p> <p>Created excellent ideas for extensive range of make-up looks and took into account broad range of influences.</p>
	<b>0 to 6 marks</b>	<b>7 to 12 marks</b>	<b>13 to 18 marks</b>
5 Be able to safely demonstrate a variety of skin care and make-up routines	<p>Undertook limited selection and preparation of products, materials, tools and equipment.</p> <p>Carried out safely a limited basic skin care and make-up application techniques with guidance.</p> <p>Reviewed application techniques and made limited suggestions for future progress.</p>	<p>Undertook good methodical selection preparation of products, materials, tools and equipment.</p> <p>Carried out safely a variety basic skin care and make-up application techniques with occasional guidance.</p> <p>Reviewed application techniques and made variety of suggestions for future progress.</p>	<p>Undertook considerable selection and preparation of products, materials, tools and equipment.</p> <p>Carried out safely an extensive range basic skin care and make-up application techniques with complete autonomy.</p> <p>Reviewed application techniques and made extensive suggestions for future progress.</p>

## Level 2 Unit 8: Exploring skin care and make-up

### Controlled assessment material – Information for learners

#### Assignment overview

For this assignment you are required to:

- complete **three** different case studies to show skin care and make-up routines
- produce a visual display, illustrated record or presentation.

#### Time

You will have up to **10 hours** to complete the assessment.

#### Roles

Your teacher will mark your work and keep it for moderation purposes.

#### Assignment brief



Flawless Beauty

Skills scan for second interview

You are a trainee beauty therapist and you have applied for a job as a junior therapist at 'Flawless Beauty' salon. You have been short-listed for the job but you must go through the second part of the process and spend the day at the salon to perform a skills scan.

You will complete one skin care routine and two make-up application techniques showing your beauty therapy skills so that the manager can be sure you are the right person for the job. You will also show your knowledge and understanding of the subject by producing an illustrated record, visual display or presentation. You will bring this with you on the day and you will have the opportunity to discuss or present your work to the manager.

## **Task 1**

(30 marks) – covering Learning Outcomes 4 and 5

You will use a range of skin care and make-up techniques to show your beauty therapy skills for your second interview. You will document your work using consultation sheets and review paperwork (you may wish to use the consultation sheets provided below to guide you).

Your work will show how the following factors have influenced your skin care and make-up techniques – the client's personality, culture, race, gender and religion, and also show how fashion trends have impacted your choices. You will show how the make-up application reflects the occasion – such as a wedding or party.

It is expected that you will assess and document your own work, making recommendations for future improvements.

When working on models and producing any written work, it is expected that you will use the relevant beauty therapy terminology and communicate in a professional manner.

## **Task 2**

(30 marks) – covering Learning Outcomes 1, 2 and 3

Individually you will produce a visual presentation to show your knowledge and understanding of the following. This will then be presented to the manager at your interview.

- a How the listed factors can be expressed through the use of skin care and make-up
  - i. personality
  - ii. culture
  - iii. race
  - iv. gender
  - v. fashion
  - vi. religion.
- b How to adapt skin care for men and women and for different skin types.
- c The basic principles of make-up application.
- d The techniques used to enhance facial skin care treatments.
- e The purpose, benefits and safe use of all the products you used during Task 1.
- f The purpose, benefits and safe use of all the tools and equipment you used during Task 1.
- g The purpose, benefits and safe use of all the treatments you used during Task 1.
- h How to follow health, safety, legal and salon requirements when preparing and carrying out skin care and make-up services.
- i Which critical factors can prevent and/or restrict skin care and make-up treatments.
- j How to deal with factors that could prevent skin care and make-up treatments.

## Consultation Sheet for Practical Units

<b>Case study number</b>	1		2		3		4	
<b>Name:</b>					<b>Date:</b>			
<b>Consultation for:</b>	Hair service			Beauty treatment			Nail service <input type="checkbox"/>	
<b>Give details of the types of influences that have been taken into account when consulting for the service:</b>								
<b>Historical influence:</b>				<b>Personality:</b>				
<b>Culture (lifestyle):</b>				<b>Culture (event):</b>				
<b>Gender:</b>				<b>Race:</b>				
<b>Religion:</b>				<b>Fashion:</b>				
<b>Factors that were considered: (<i>tick as appropriate</i>)</b>								
Client's age		Hair length		Nail length		Lifestyle		Hair type
Hair texture		Hair condition		Skin condition		Nail condition		Other
<b>Details of products to use:</b>								
<b>Details of tools to use:</b>								
<b>Details of techniques to be used:</b>								
<b>Personal protective equipment to be used:</b>								
<b>Client protective clothing to be used:</b>								
<b>Service(s) and advice given to client, with reasons:</b>								



## Post treatment review

Place pictures of your model here:

Review of own performance:

Teacher review of performance: *(include level of autonomy when working/safe working methods and communication skills shown)*

How could I improve on my performance?

Signed (Teacher): \_\_\_\_\_

Signed (Learner): \_\_\_\_\_