

## BEAUTY AND MAKE-UP CONSULTANT

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## Approval

Approved by	Date
Steering group	20/12/17
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## A. Introduction

This document has been developed by employers in order to ensure that apprentices completing the Beauty and Make-up Consultant Apprenticeship Standard, meet the business needs in terms of the Knowledge, Skills and Behaviours (KSBs) required for them to be signed off as fully competent. This document provides the full details of the content of the Level 2 Diploma for Beauty and Make-up Consultant qualification.

This is a clear statement of intent from industry to working collaboratively to utilise and develop existing robust procedures, good practice and processes for our industry, which are trusted in place within Apprenticeship Standards. It will also deliver best practice and ground breaking new approaches and gateways which collectively make the Standard world class.

This will not only drive up the quality of the Apprentices but also hold to account providers in ensuring the rigour, robustness, breadth and depth required by industry professionals.

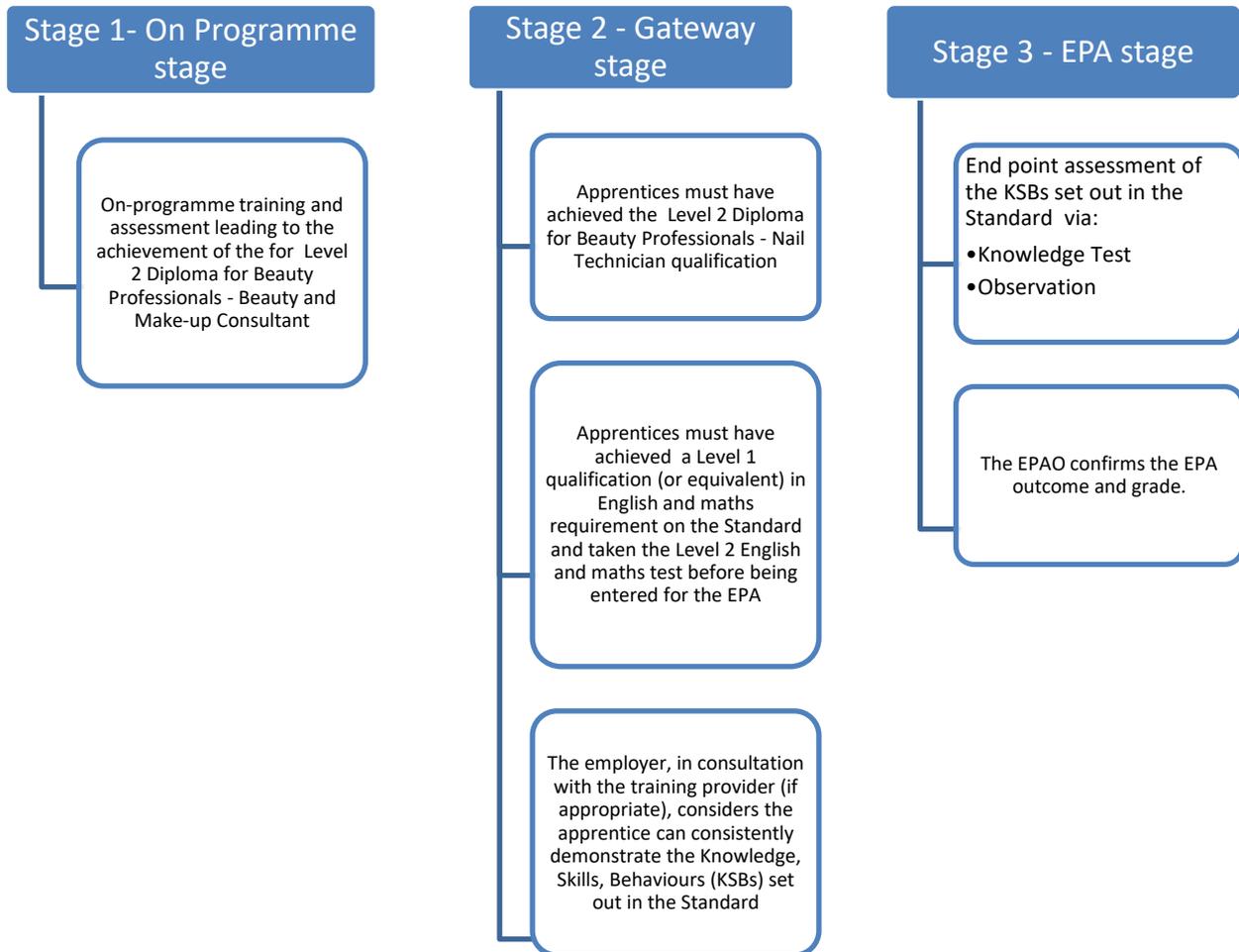
This document outlines the content and formative assessment of knowledge, understanding, performance and competence for the Beauty and Make-up Consultant Apprenticeship Standard.

This document provides details of the on-programme stage of the Beauty and Make-up Consultant Apprenticeship Standard. The achievement of the Level 2 Diploma for Beauty and Make-up Consultant qualification. The delivery and assessment of the on-programme part of this qualification must follow the Awarding Organisations' requirements for assessment, as detailed within this document.

**This document must be read in conjunction with the Beauty and Make-up Consultant Apprenticeship Standard and Assessment Plan.**

## Overview

There are three stages required to complete the Beauty and Make-up Consultant Apprenticeship Standard, as detailed below:



The Beauty and Make-up Consultant Apprenticeship Standard will be assessed via a range of methods, which have been chosen for their previous history of success in delivering professional beauty training within the sector. These have been chosen from extensive consultation with Awarding Organisations and education and training providers to ensure deliverability.

## A1 The Beauty Sector “Trailblazer” standards

The apprentice, in liaison with their employer and training provider, will select the appropriate standard to take within the Beauty Sector suite. Apprenticeships in the Beauty Sector are available in:

- Beauty Professional - Beauty and Make-up Consultant
- Beauty Professional - Beauty Therapist
- Beauty Professional - Nail Services Technician

## Beauty Professional - Beauty and Make-up Consultant

A Beauty and Make-up Consultant typically works in a department store, or other retail environment; they use their knowledge to demonstrate, promote and recommend the use, benefits and application of a range of retail beauty products covering: make-up, skin care, nailcare and perfumery. They do this in accordance with legal requirements, brand guidelines, pricing and promotional structures and organisational protocols. They work as part of a team, as well as independently, supported by a department or counter manager, to provide exceptional, bespoke customer service and care in a fast-paced retail environment, whilst achieving sales and profit targets. They have drive, a good work ethic, an enquiring and curious mind and are enthusiastic to learn about their chosen career and maintain continual professional development.

### A Beauty and Make-up Consultant:

- meets beauty retail image and etiquette to be a brand ambassador
- advise and demonstrates:
  - eyelash and eyebrow products to customers
  - facial products to customers
  - nail products to customers
  - perfumery recommendations to customers
- completes promotional activities
- maintains and manages a work area
- identifies customer requirements then;
  - chooses the most appropriate products, tools and equipment to promote, demonstrate and sell
  - selects, uses, demonstrates and applies a range of techniques, products, tools and equipment to promote and sell a range of beauty retail products to customers
  - instructs in the use and application of skin care products and make-up
- completes services to a high standard, maintaining customer confidentiality and rights
- advises, demonstrates and sells retail beauty products relevant to the customers' needs
- implements and practices safe ways of working for themselves and others in accordance with legal and organisational requirements
- portrays professionalism that meets beauty retail industry and organisational requirements

The structure of the Diploma for Beauty Professional Standard - Beauty and Make-up Consultant, are detailed below:

### Beauty and Make-up Consultant Qualification Structure (7 units)

Unit MC1 - Instruct the use and application of skin care products and make-up

Unit MC2 - Advise and demonstrate a range of beauty retail products tools and equipment for the eyelashes and eyebrows

Unit MC3 - Advise and demonstrate a range of beauty retail products tools and equipment for the face, neck and skin

Unit MC4 - Advise and demonstrate a range of beauty retail products tools and equipment for the nails

Unit MC5 - Completes promotional activities

Unit MC6 - Advise, demonstrate and sell beauty products to customers

Unit MC7 - Advise and demonstrate perfumery recommendations to customers

## Skills and knowledge

### A2 Professionalism and values

#### **A Beauty and Make-up Consultant is able to competently:**

Carry out and maintain organisational and beauty retail industry duties and requirements for professionalism: meet organisational and industry standards of appearance; maintain expected image and etiquette; implement equality and diversity protocols; work under pressure; observe time management and self-management; maintain and manage a work area; complete services in a commercially viable time and to a high standard; demonstrate a passion for the beauty retail industry; facilitate a positive customer journey and experience whilst maintaining confidentiality and consumer rights; communicate effectively with customers displaying recognising when to apply different verbal and non-verbal communication skills; solve problems quickly and effectively as they emerge within the scope of responsibilities; and seek assistance from a senior member of staff when required

#### **A Beauty and Make-up Consultant knows and understands:**

Beauty and Make-up Consultant legal, industry and organisational requirements relating to: relevant product protocol guidelines, procedures, organisational requirements, customs and regulations dealing with diplomatic correctness, precedence and etiquette. Pricing, incentives and promotional structures; time and self-management principles; equality and diversity; industry and organisational standards of appearance. The Sale of Goods and Services Act, Consumer Rights Act and the Data Protection Act, GDPR and their application within the beauty retail and related industries; how to facilitate a positive customer journey; the types and uses of verbal and non-verbal communication; how to resolve customer problems; and when to escalate to get a satisfactory outcome.

### **Professionalism**

This would also include skills, knowledge and understanding of the following:

- professional ethics
- Employee Rights and Responsibilities and industry knowledge
- ensuring personal hygiene and protection meets accepted industry and organisational requirements
- a high standard of personal and professional conduct requirements
- a high level of technical skills and ability
- the completion of services in a commercially viable time
- a willingness to learn
- time management
- the ability to self-manage
- positive attitude
- maintenance of customer care

### **Organisational and industry standards**

This would also include skills, knowledge and understanding of the following:

- meeting both organisational and industry standards of appearance
- having a flexible working attitude
- being a team worker

- maintaining customer care
- having a professional attitude
- having good verbal and non-verbal communication skills
- the maintenance of effective, hygienic and safe working methods
- having skills, knowledge and understanding of the following - housekeeping, business basics, and selling and recommendations (retail)

### Communication skills

This would also include skills, knowledge and understanding of the following:

- providing a positive impression of them self and their organisation
- customer care and the customer journey, including reception
- basic communication skills
- how to communicate with the general public and colleagues

### A3 Safe working practices

#### A Beauty and Make-up Consultant is able to competently:

Meet legal, industry and organisational requirements: maintain effective, hygienic and safe working methods and safety considerations; adhere to workplace, supplier's or manufacturer's instructions for the safe use of equipment, materials and products; maintain the customer's modesty, privacy and comfort; minimise risks of cross-infection, injury or fatigue; promote environmental and sustainable working practices; ensure personal hygiene and protection meets industry and organisational requirements.

#### A Beauty and Make-up Consultant knows and understands:

Legal, industry and organisational requirements relating to: tools, equipment, materials and products; workplace cleaning requirements and waste disposal; supplier or manufacturer's instructions; customer preparation and protection; direct and indirect cross-infection; methods that promote environmental and sustainable working practices; how to reduce risk of injury to self and others: posture, personal hygiene, protection; health and safety legislation and practice.

### Hygienic and safe working methods

This would also include skills, knowledge and understanding of the following:

- maintain responsibilities for health and safety throughout the service
- prepare the customer and them self to meet legal and organisational requirements
- protect the customer's clothing, hair and accessories throughout the service
- maintain the customer's modesty and privacy at all times
- position the customer to meet the needs of the service
- ensure own posture and working methods minimise fatigue and the risk of injury to them self and others
- ensure the use of clean equipment and materials
- promote environmental and sustainable working practices
- complete the service within a commercially viable time
- responsibilities for **health and safety** as defined by any specific legislation

- covering their job role
- the legal and organisational requirements for customer protection and preparation
- the legal and organisational requirements for their own personal hygiene, protection and appearance
- the reasons for maintaining the customer's modesty and privacy at all times
- safe positioning techniques for them self and the customer to prevent discomfort
- the necessary environmental conditions for services such, as heating, lighting and ventilation, and why these are important
- why it is important to keep their work area clean and tidy
- methods of cleaning, disinfection and sterilisation
- methods of working safely and hygienically to avoid the risk of cross-infection
- how to recognise relevant contra-indications and contra-actions, and take the necessary actions
- the different types of working methods that promote **environmental and sustainable working practices**
- the hazards and risks which exist in the workplace and the safe working practices which must be followed
- suppliers' and manufacturers' instructions for the safe use of equipment, materials and products which must be followed
- the legal requirements for waste disposal (clinical waste)
- the correct methods for safe handling, removing and disposing of waste and rubbish
- the correct handling, storing and disposing of substances hazardous to health
- the legal requirements of safety labelling
- the reasons for completing the service in a commercially viable time

### Health and safety legislation

Be familiar with the content, with regard to employer and employee responsibilities and requirements

under other, current relevant legislation, to include:

- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The Health and Safety (First Aid) Regulations
- The Regulatory Reform (Fire Safety) Order
- The Electricity at Work Regulations
- The Management of Health and Safety at Work Regulations
- The Health and Safety (Information for Employees) Regulations
- Data Protection Act
- Working Time Directives
- Cosmetic Products Regulations
- Sale of Goods Act
- Distance Selling Act
- Trade Descriptions Act
- Consumer Protection legislation

### Environmental and sustainable working practices

This would also include skills, knowledge and understanding of the following:

- reducing waste and managing waste (recycle, reuse, safe disposal)
- reducing energy usage (energy efficient equipment, low energy lighting, utilising solar panels)

- reducing water usage and other resources
- preventing pollution
- using disposable items
- using recycled, eco-friendly furniture
- using low chemical paint
- using environmentally friendly product packaging
- choosing responsible domestic products (Fairtrade tea and coffee)
- encouraging carbon reducing journeys to work

#### A4 Core behaviours

The following behaviours underpin the delivery of services in the beauty sector.

These behaviours ensure that customers receive a positive impression of both the organisation and the individual:

1. **Personal and professional ethics:** demonstrates a commitment to quality, maintains honesty, integrity and confidentiality that meets industry standards
2. **Flexible and positive attitude:** Adapts positively to changing work priorities and patterns when new tasks need to be completed or requirements change
3. **Maintain customer care principles and practices:** show customers respect at all times and in all circumstances, demonstrate customer empathy, sensitivity and awareness

This would also include skills, knowledge and understanding of the following:

- meeting the counter's standards of behaviour
- greeting the customer respectfully and in a friendly manner
- communicate with the customer politely and courteously
- identifying and confirming the customer's expectations
- responding promptly and positively to the customers' questions and comments
- keeping the customer informed and reassured
- responding promptly to a customer seeking assistance
- quickly locating information that will help the customer
- dealing with problems within the scope of their responsibilities and job role
- show customers and colleagues respect at all times and in all circumstances
- quickly seeking assistance from a senior member of staff when required
- giving the customer the information they need about the services or products offered by the counter

## Unit MC1 - Instruct the use and application of skin care products and make-up

### A Beauty and Make-up Consultant is able to competently:

Consult, prepare, plan and deliver basic skin care and make-up instruction, and evaluate the success of skin care and make-up instruction with customers to meet individual customer needs, occasions and skin type/ condition

Maintain safe and effective methods of working when instructing the use and application of skin care products and make-up

*Cross reference to pages 7-10*

### Consult, plan and prepare for the safe and effective instruction on the use and application of skin care products and make-up

- acknowledge customers via verbal and non-verbal means
- ascertain the customer's time pressures and their expectations of the demonstration to agree **objectives**
- ask the customer whether they are allergic to any products or ingredients, and take care to avoid the application of these
- gain the customer's permission to carry out the demonstration
- follow hand hygiene procedures, prior to touching the customer's skin
- prepare the customer and them self to meet legal and organisational or company's requirements
- position the customer to meet the **objectives** of the service
- ensure environmental conditions are suitable for the customer and the service (heating, lighting and ventilation)
- collect and prepare all **tools**, materials and products needed for an effective and hygienic demonstration
- use the correct questioning techniques and listening skills
- recognise the customer's **skin type** and **skin condition**
- ensure the **objectives** of the **skin care products** and **make-up** application are clear, realistic and agreed with the customer
- provide a suitable range of **skin care products** and **make-up** to suit the customer's skin type, skin condition, colouring, agreed **objectives** and the type of **instructional techniques** to be used

### Deliver skin care and make-up instruction

- demonstrate **skin care products** and **make-up** application in a way that promotes customer's confidence and interest in the products
- explain the use and purpose of the make-up **tools** to achieve the techniques demonstrated
- use appropriate resources throughout the instructional activity to aid customer understanding
- ensure that the delivery is at a pace suitable for the customer and remains within the commercial timeframe of their organisation or company
- encourage the customer to ask questions throughout the instructional activity
- conclude the activity and seek agreement with the customer that their expectations and **objectives** have been met

**Evaluate and advise the customer on skin care products and make-up**

- use **techniques to evaluate** the success of the skin care and make-up instruction activity to check that the customer has an understanding of the techniques necessary to achieve the desired look
- provide the customer with information on the **skin care products and make-up, tools** and equipment used and where to purchase them
- provide written instructions on how to use **skin care products** in a skin care routine and **make-up** when required

**Range - Practical**

**Objectives**

- minimal make-up, to subtly enhance the natural features
- natural make-up, a full make-up with natural tones
- dramatic make-up, a full make-up with bold eyes and/or lips
- special occasion make-up, an appropriate make-up for a wedding/birthday

**Tools**

- disposable items
- sponges
- brushes
- tweezers
- spatulas

**Skin type**

- oily
- dry
- combination

**Skin condition**

- sensitive
- dehydrated
- mature

**Skin care products**

- cleansing
- toning
- moisturising
- primers

**Make-up**

- foundations
- concealers
- face powders
- highlighters
- shaders
- bronzers
- cheek colour
- eyebrow products
- eye colour products
- eye liners

- mascaras
- lip liners
- lip colour products

#### Instructional techniques

- skills demonstration
- use of visual aids
- verbal explanation
- use of written instructions and recommendations

#### Techniques to evaluate

- questioning
- listening
- visual/image
- manual
- the effects of lighting

#### A Beauty and Make-up Consultant knows and understands:

Methods of demonstrating skin care and make-up application techniques and use of tools and equipment, and how to tailor their skin care and make-up instruction to meet individual customer's needs and occasions and skin type/ condition.

**Maintain safe and effective methods of working when instructing the use and application of skin care products and make-up**

#### *Cross reference to pages 7-10*

#### **Consult, plan and prepare for the safe and effective instruction on the use and application of skin care products and make-up**

- the importance of establishing customers' time pressures and expectations of a demonstration to meet the agreed outcome
- the ingredients of skin care products and make-up products and the importance of checking for known allergies
- the reasons for checking if the customer wears contact lenses or glasses
- the importance of gaining customers' permission to carry out demonstrations
- the environmental conditions that are suitable for the customer and service, and how to maintain them
- the importance of thorough preparation for a demonstration and instructional activity
- the **theory of colour** and the effects of lighting
- how to use a range of questioning techniques and listening skills to gain required information
- basic **structure of the skin** and skin cell renewal process
- main **bones of the skull** that affect the shape of the face
- how to recognise different **skin types** and **skin conditions**
- why it is important to respect any sensitivities regarding the customer's personal appearance
- the importance of agreeing and managing the customer's expectations and objectives of the service

- how to select a suitable range of skin care products and make-up products to suit a customer's skin type, skin condition and colouring

#### **Deliver skin care and make-up instruction**

- methods of gaining the customer's confidence and maintaining their interest in the products being demonstrated
- ways of balancing instructional techniques with active selling and promotion techniques to capture customer interest and subsequent sales
- different methods of presenting information to suit different customers and encouraging them to ask questions throughout the instructional activity
- methods of using and demonstrating make-up application techniques using make-up tools
- how to tailor and adapt their skin care and make-up instructional activity to meet individual customers and their **diverse needs**
- ways of checking customers' understanding and their ability to carry out skin care and make-up application on themselves
- the importance of delivering the instructional activity at a pace that is suitable for the customer and that meets the commercial timeframe of their organisation or company
- how to draw the activity to an end and seek agreement with the customer that their expectations and objectives have been met

#### **Evaluate and advise the customer on skin care and make-up**

- the types of questions that can be used to confirm that the customer has an understanding of the techniques necessary to achieve the desired look
- where to locate information on the skin care products and make-up, tools and equipment used and how to advise the customer where they can purchase them
- the types and benefits of the skin care products used
- the types and benefits of the make-up products used
- why it is important to allow the customer to feel, smell and experience the products
- methods of evaluating the success of the skin care and make-up instructional activity

#### **Range - Theory**

##### **Theory of colour**

- primary, secondary and tertiary colours
- quality of colour - hue, tone, intensity
- the colour wheel
- light and shade of colour - adding white, adding black

##### **Structure of the skin**

- epidermis and dermis
- basic skin cell renewal
- recognition factors of common skin and eye diseases and disorders

##### **Bones of the skull**

- frontal
- zygomatic
- maxillae
- mandible

**Skin types**

- oily
- dry
- combination

**Skin conditions**

- sensitive
- dehydrated
- mature

**Diverse needs**

- cultural
- religious
- age
- disability
- gender

Unit MC1 - Instruct the use and application of skin care products and make-up

**Standardised Assessment**

The assessment must be performed in a Realistic Working Environment, on customers. Simulation is not allowed for any performance evidence within this unit.

The apprentice must practically demonstrate in their everyday work that they have met the standard for 'Instruct the use and application of skin care products and make-up'.

The Assessor will observe the apprentice on **at least 2 occasions**, each one involving instruction **on a different customer**.

From the range, the apprentice must show that they have:

- covered **all** objectives
  - 2 via practical observations
  - 2 via additional evidence

From the range, the apprentice must show that they have:

- identified **all** skin types
- used **all** skin care products
- used **all** make-up products
- used **4 out of 5** tools
- used **all** the instructional techniques
- used **all** of the techniques to evaluate

If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence.

The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## Unit MC2 - Advise and demonstrate a range of beauty retail products tools and equipment for the eyelashes and eyebrows

A Beauty and Make-up Consultant is able to competently:

Advise and demonstrate a range of beauty retail products tools and equipment to customers including:

- methods used to enhance the appearance of the eyes and brows including: hair removal, eyebrow artistry and their effects, colour eyelashes

Maintain safe and effective methods of working when advising and demonstrating eyelash and eyebrow products to customers

*Cross reference to pages 7-10*

### The retail selling process of eyebrow and lash products

- acknowledge customers via verbal and non-verbal means
- use **evaluation techniques** to identify the customer's needs
- ascertain if the customer wishes them to explain and or demonstrate, *where practical to do so\**, the **eyebrow and lash products**
- provide the customer with information on the benefits and uses of **eyebrow and lash products** available
- follow hand hygiene procedures, prior to touching the customer's skin
- prepare the customer and them self to meet legal and organisational or company's requirements
- measure the customer's eyebrows and provide guidance on their shape to the customer
- apply an **eyebrow product** to suit the **relevant factors**, with the customer's agreement
- provide advice upon the effects, application, maintenance and removal of **lash products** to the customer
- make recommendations to the customer, based on an evaluation of the **relevant factors**, **eyebrow and lash products** and of the potential to achieve the required look
- complete **eyebrow and lash product** sales, using a range of **opportunities**

### Range - Practical

#### Evaluation techniques

- questioning - open and closed questions
- listening
- visual
- manual

#### Eyebrow products

- powder
- gel
- pencil

#### Relevant factors

- face shape
- facial features and proportions

- eye shape
- existing eyebrow shape
- customer preference
- current trend
- occasion
- skin sensitivity to glue

**Lash products**

- strip (temporary)
- flare (semi-permanent)
- single (semi-permanent)
- fantasy (coloured)
- coloured mascara
- lash tinting kits - recommendation only

**Opportunities**

- link selling
- up selling
- buying signals
- promotions
- coffrets
- overcoming objections

**A Beauty and Make-up Consultant knows and understands:**

Fundamental knowledge of retail products tools and equipment and application methods for the:

- eye and brow including: hair removal, eyebrow artistry and their effects, colour eyelashes. The advice customers require to select, attach, maintain and remove semi-permanent and temporary eyelash products

**Maintain safe and effective methods of working when advising and demonstrating eyelash and eyebrow products to customers**

*Cross reference to pages 7-10*

**The retail selling process of eyebrow and lash products**

- the **relevant factors** that affect the choice of eyebrow and lash product to be recommended
- how to evaluate, advise and take into account the customer's **diverse needs**
- how to advise the customer on effective and hygienic eyebrow hair removal and the most suitable shape they can achieve, based on the **relevant factors**
- the importance of agreeing the eyebrow and lash product that meets the customer's needs
- contra-indications that may prevent or restrict a service
- different eyebrow artistry techniques to suit the **relevant factors** and outcomes required
- the different types of eyebrow products used for eyebrow artistry and their effects
- how to make recommendations based on an evaluation of the **relevant factors**, and the eyebrow and lash products available
- the advantages, disadvantages, effects, application, maintenance and removal of lash products available
- the steps to take to complete eyebrow and lash product sales

**Range - Theory**

**Relevant factors**

- face shape
- facial features and proportions
- eye shape
- existing eyebrow shape
- customer preference
- current trend
- occasion
- skin sensitivity, in relation to lash glue

**Diverse needs**

- cultural
- religious
- age
- disability
- gender

**Unit MC2 - Advise and demonstrate a range of beauty retail products tools and equipment for the eyelashes and eyebrows**

**Standardised Assessment**

The assessment must be performed in a Realistic Working Environment, on customers. Simulation is not allowed for any performance evidence within this unit.

The apprentice must practically demonstrate in their everyday work that they have met the standard for 'Advise and demonstrate eyelash and eyebrow products to customers'

The Assessor will observe the apprentice on **at least 2 occasions**, each one involving providing advice and demonstration, to **two different customers**. These must include:

- eyebrow product recommendation
- lash product recommendation

*\*It is to be recognised that it may not always be practical to demonstrate **all** lash products, due to the potential wastage of retail stock.*

From the range, the apprentice must show that they have:

- used **all** evaluation techniques
- used **all** opportunities
- taken into account **all** relevant factors
- recommended **4 out of 9** eyebrow and lash products

If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence.

The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## Unit MC3 - Advise and demonstrate a range of beauty retail products tools and equipment for the face, neck and skin

A Beauty and Make-up Consultant is able to competently:

Advise and demonstrate a range of beauty retail products tools and equipment to customers including:

- methods used to improve and maintain the condition of the face and neck, including facial and specialist skin care products

Maintain safe and effective methods of working when advising and demonstrating facial products to customers

*Cross reference to pages 7-10*

### Demonstration and retail selling of facial skin care products

- acknowledge customers via verbal and non-verbal means
- use **evaluation techniques** to identify the customer's needs
- gain permission from the customer to carry out a demonstration
- ascertain the customer's time pressures and their expectations of the demonstration
- ask the customer whether they are allergic to any products or ingredients, and take care to avoid the application of these
- prepare their customer and them self to meet legal and organisational or company's requirements
- ensure environmental conditions are suitable for the customer and the demonstration (heating, lighting and ventilation)
- collect and prepare all tools, materials and products needed for an effective and hygienic demonstration
- carry out a skin analysis on the customer to ascertain their **skin type** and **skin condition** and take into account any **relevant factors**
- select **skin care products** based on the results of the skin analysis
- demonstrate the **skin care products** in a way that promotes the customer's confidence and interest in the products
- balance instructional techniques with active selling and promotional techniques
- encourage the customer to ask questions throughout the demonstration
- make recommendations, targeting the **product knowledge** against the customer's **skin type** and **skin condition**
- complete the sale of the **skin care products**, using a range of **opportunities**
- encourage the customer to use the products available
- provide written instructions on how to use **skin care products** in a skin care routine, when required

### Range - Practical

#### Evaluation techniques

- questioning - open and closed questions
- listening
- visual
- manual

#### Skin type

- oily
- dry
- combination

**Skin condition**

- sensitive
- dehydrated
- mature

**Relevant factors**

- lifestyle
- environmental
- ageing

**Skin care products**

- cleansers
- toners
- day moisturisers
- night creams
- lip products
- eye products
- exfoliators
- masks
- sun protection
- facial peels
- serums
- ampoules
- anti-ageing products
- eye make-up remover

**Product knowledge**

- features
- actions
- benefits
- ingredients
- price
- precautions
- brand guidelines

**Opportunities**

- link selling
- up selling
- buying signals
- promotions
- coffrets
- overcoming objections

**A Beauty and Make-up Consultant knows and understands:**

Fundamental knowledge of retail products tools and equipment and application methods for the:

- face and skin including: specialist skin care products. The basic anatomy and physiology of the face and the structure and function of the skin

**Maintain safe and effective methods of working when advising and demonstrating facial products to customers**

*Cross reference to Pages 7-10*

**Demonstration and retail selling of facial skin care products**

- how to use different evaluation techniques to establish the customer's needs
- the importance of establishing customers' time pressures and expectations of the demonstration
- the importance of gaining customers' permission to carry out demonstrations
- **product knowledge** of the skin care brand and the importance of checking for known allergies
- the reasons for checking if the customer wears contact lenses or glasses
- the common recognition factors of skin or eye diseases and disorders that may prevent or restrict the application and/or recommendation of skin care products
- the environmental conditions that are suitable for the customer and demonstration, and how to maintain them
- the importance of thorough preparation for a demonstration
- how to recognise the customer's **skin type** and **skin condition** and how different **relevant factors** can affect the skin
- how to select and make recommendations of different facial skin care products to suit the customer's **skin type**, **skin condition** and **diverse needs**
- methods of balancing the demonstration with active selling and promotion techniques to capture customer interest and subsequent sales
- the importance of delivering the demonstration at a pace that is suitable for the customer and that meets the commercial timeframe of their organisation or company
- why it is important to allow the customer to feel, smell and experience the products
- steps to take to complete the sale of facial skin care products
- the basic **structure of the skin**

**Range - Theory**

**Product knowledge**

- features
- actions
- benefits
- ingredients
- price
- precautions
- brand guidelines

**Skin type**

- oily
- dry
- combination

**Skin condition**

- sensitive
- dehydrated
- mature

**Relevant factors**

- lifestyle
- environmental
- ageing

**Diverse needs**

- cultural
- religious
- age
- disability
- gender

**Unit MC3 - Advise and demonstrate a range of beauty retail products tools and equipment for the face, neck and skin**

**Standardised Assessment**

The assessment must be performed in a Realistic Working Environment, on customers. Simulation is not allowed for any performance evidence within this unit.

The apprentice must practically demonstrate in their everyday work that they have met the standard for 'Advise and demonstrate facial products to customers'

The Assessor will observe the apprentice on **at least 3 occasions, each one** involving providing advice and demonstration to **different customers**.

The apprentice must show that they have provided advice, guidance and product knowledge on:

- **all** skin types
- **2 out of 3** skin conditions
- a minimum of **10 out of 14** skin care products
- used **all** evaluation techniques
- used **all** opportunities
- taken into account **all** relevant factors

If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence.

The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## Unit MC4 - Advise and demonstrate a range of beauty retail products tools and equipment for the nails

A Beauty and Make-up Consultant is able to competently:

Advise and demonstrate a range of beauty retail products tools and equipment to customers including:

- methods used to enhance the appearance of the nails and hand, feet and skin, including specialist nail products

Maintain safe and effective methods of working when advising and demonstrating nail products to customers

*Cross reference to pages 7-10*

### Demonstration and retail selling of nail products

- acknowledge customers via verbal and non-verbal means
- use **evaluation techniques** to identify the customer's needs
- gain permission from the customer carry out a demonstration
- ascertain the customer's time pressures and their expectations of the demonstration
- ask the customer whether they are allergic to any products or ingredients, and take care to avoid the application of these
- prepare their customer and them self to meet legal and organisational or company's requirements
- ensure environmental conditions are suitable for the customer and the demonstration (heating, lighting and ventilation)
- collect and prepare all materials and products needed for an effective and hygienic demonstration of hand and nail care
- carry out a hand and nail analysis on the customer to ascertain the condition of the hands and nails
- select **nail products** based on the results of the hand and nail analysis
- demonstrate the **nail products** in a way that promotes the customer's confidence and interest in the products
- balance instructional techniques with active selling and promotional techniques
- encourage the customer to ask questions throughout the demonstration and discuss the condition of their feet and toenails, to enable link selling
- make recommendations, targeting their **product knowledge** against the customer's hand and nail condition and any comments received about the condition of their feet and toenails
- complete the sale of the **nail products**, using a range of **opportunities**
- encourage the customer to use the products available
- provide written instructions on how to use **nail products**, when required

### Range - Practical

#### Evaluation techniques

- questioning - open and closed questions
- listening
- visual
- manual

**Nail products**

- polish
- strengthener
- base coat
- top coat
- polish remover
- hand and skin treatments
- cuticle cream/oil
- cuticle remover
- pencils
- stencils
- gems
- temporary nails
- hand/foot exfoliator
- hand/foot cream
- foot soak

**Product knowledge**

- features
- actions
- benefits
- ingredients
- price
- precautions
- brand guidelines

**Opportunities**

- link selling
- up selling
- buying signals
- promotions
- coffrets
- overcoming objections

**A Beauty and Make-up Consultant knows and understands:**

Fundamental knowledge of retail products tools and equipment and application methods for the:

- nails and skin including: specialist nail products. The basic anatomy and physiology of hands and feet and the structure and function of the skin

**Maintain safe and effective methods of working when advising and demonstrating nail products to customers**

*Cross reference to pages 7-10*

**Demonstration and retail selling of nail products**

- how to use different evaluation techniques to establish the customer's needs
- the importance of establishing customers' time pressures and expectations of the demonstration
- the importance of gaining customers' permission to carry out demonstrations
- **product knowledge** of the nail product brand and the importance of checking for known allergies
- the common recognition factors of skin or nail diseases and disorders that may prevent or restrict the application and/or recommendation of nail products
- the environmental conditions that are suitable for the customer and demonstration, and how to maintain them
- the importance of thorough preparation for a demonstration
- how to carry out a nail and skin analysis and the different natural nail shapes that are likely to be encountered
- the basic structure and functions of the skin
- the structure of the nail and the process of nail growth
- the basic anatomy of the hands and feet, to include name and position of bones
- how to select and make recommendations of different nail products to suit the customer's **diverse needs**
- how to identify, from discussion, the customer's concerns about the condition of their feet and toenails, to allow opportunities for link selling
- the safe and effective way of using nail products, **tools** and equipment on the hands and feet, and the consequences of not doing so
- methods of balancing the demonstration with active selling and promotional techniques to capture customer interest and subsequent sales
- the importance of delivering the demonstration at a pace that is suitable for the customer and that meets the commercial timeframe of their organisation or company
- why it is important to allow the customer to feel, smell and experience the products
- steps to take to complete the sale of nail products

**Range - Theory**

**Product knowledge**

- features
- actions
- benefits
- ingredients

- price
- precautions
- brand guidelines

**Diverse needs**

- cultural
- religious
- age
- disability
- gender

**Tools**

- emery boards
- buffer
- orange wood sticks
- hoof stick
- nail clippers
- foot rasp

**Unit MC4 - Advise and demonstrate a range of beauty retail products tools and equipment for the nails**

**Standardised Assessment**

The assessment must be performed in a Realistic Working Environment, on customers. Simulation is not allowed for any performance evidence within this unit.

The apprentice must practically demonstrate in their everyday work that they have met the standard for 'Advise and demonstrate nail products to customers'

The Assessor will observe the apprentice on **at least 2 occasions, each one** involving providing advice and demonstration to **different customers**.

The apprentice must show that they have provided advice, guidance and product knowledge on:

- a minimum of **8 out of 15** nail products
- used **all** evaluation techniques
- used **all** opportunities

If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence.

The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

### Unit MC5 - Completes promotional activities

A Beauty and Make-up Consultant is able to competently:

Plan, prepare, implement and evaluate promotional activities to support beauty retail sales

**Maintain safe and effective methods of working when advising and demonstrating promotional activities to customers**

*Cross reference to pages 7-10*

#### Implement promotional activities

- follow the promotional brief and ask the relevant person questions to establish the **objectives of the promotional activity**
- **plan the promotional activity**
- implement the **promotional activity** to meet the promotional brief
- adapt the **promotional activity**, when necessary, in response to unexpected changes in circumstances
- use **resources** effectively throughout the **promotional activity**
- communicate the essential features and benefits of products and services to the target group
- use methods of communication that are suitable for the type of **promotional activity** being undertaken
- present information in logical steps
- encourage the target group to ask questions about the services and or products being promoted
- respond to questions and queries in a way which promotes goodwill and enhances the brand's image
- actively encourage the target group to take advantage of the services and or products being promoted
- promote availability of appointments for counter and or individual demonstrations
- clear away products and equipment at the end of the **promotional activity**, when necessary, to meet the requirements of the organisation or company

#### Participate in the evaluation of promotional activities

- use the methods agreed in their **promotional activity** to gain feedback from the relevant sources
- collate and record the information gained from the feedback using a clear format and method of presentation
- draw conclusions on the effectiveness of the **promotional activity** in meeting the agreed **objectives**
- participate in discussions giving a clear and well-structured summary of the results of the evaluation
- make recommendations for improvements to any future **promotional activity** based upon the outcomes of the evaluation

#### Range - Practical

##### Objectives

- to enhance organisation's or company's image
- to increase business income

- to promote a range of products
- to promote a particular service
- to target a particular group of customers

**Promotional activity**

- demonstrations
- displays
- brand campaign

**Plan**

- key messages
- keep to plan, prior to and during the event
- gain support from product suppliers
- free samples, literature
- check availability of stock

**Resources**

- products to be promoted
- tools and equipment
- promotional literature - leaflets
- samples of promotional products
- promotional material; posters, banners, dummy boxes
- counter appointment book

**A Beauty and Make-up Consultant knows and understands:**

Venue and legal requirements, promotion planning, selling skills and budgeting.

**Maintain safe and effective methods of working when advising and demonstrating promotional activities to customers**

*Cross reference to pages 7-10*

**Implement promotional activities**

- the importance of setting and following the objectives when planning a promotional activity
- the features and benefits of the products and or services being promoted and the difference between them
- **presentation techniques** that allow clear and accurate information to be shared, in a logical sequence
- ways of creating a visual impact
- how and when to make openings to encourage others to ask questions
- how to answer questions and manage queries in a way likely to maintain goodwill
- how and when to participate in discussions
- how to tailor the presentation to suit the target audience and to meet **diverse needs** and interests
- how to recognise buying signals and to close sales
- the **budgetary considerations** to take when planning a demonstration and or presentation
- **venue and legal requirements** to consider when planning an external demonstration and or presentation

**Participate in the evaluation of promotional activities**

- the **purpose** of evaluation activities
- the areas of the promotional activity which should be evaluated
- the most suitable **methods** of gaining feedback for the promotional activity used
- how to collate, analyse and summarise feedback in an **evaluation report**

**Range - Theory**

**Presentation techniques**

- timing
- pace, volume and tone of voice
- use of graphics
- use of language and key messages
- verbal and non-verbal communication

**Diverse needs**

- cultural
- religious
- age
- disability

- gender

**Budgetary considerations**

- provision of goody bags
- hire of external venue
- external costs
- equipment and products to be used
- refreshments for guests
- invitations for guests

**Venue and legal requirements**

- terms of hire
- insurance and any licensing requirements
- number of guests
- parking requirements
- transport links
- water and lighting
- availability for rehearsals and set-up times

**Purpose**

- to increase sales figures
- to generate leads to follow
- to provide guidance for future promotional activities

**Methods**

- questions - open/closed
- questionnaires
- sales figures
- customer feedback cards
- feedback from your line manager

**Evaluation report**

- feedback comments
- pictorial/charts

Unit MC5 - Completes promotional activities

**Standardised Assessment**

The assessment must be performed in a Realistic Working Environment, on customers. Simulation is not allowed for any performance evidence within this unit.

The apprentice must practically demonstrate in their everyday work that they have met the standard for 'Advise and demonstrate promotional activities to customers'

The Assessor will observe the apprentice on **at least 1 occasion**.

From the range, the apprentice must show that they have:

- covered **all** types of objectives
- covered **3 out of the 5** plan considerations
- worked with **3 out of the 6** resources
- undertaken **all** the types of promotional activities

If the range requirements have not been fully covered by these observations the apprentice may be able to provide additional observed evidence.

The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## Unit MC6 - Advise, demonstrate and sell beauty products to customers

A Beauty and Make-up Consultant is able to competently:

Identify the targets for sales and creation of prospective sales, inform and gain the customers' commitment to using additional services or products. Carry out stock rotation and maintenance

Maintain safe and effective methods of working when advising and demonstrating beauty recommendations to customers

*Cross reference to pages 7-10*

### Create sales opportunities

- acknowledge the customer via verbal and non-verbal means
- establish the customer's choice and selection of **purchase**
- open dialogue with the customer to provide **opportunities** for selling additional or associated products
- use a variety of **sales techniques** when providing the customer with information
- provide accurate guidance on product and price comparisons to influence the customer's purchasing decisions
- confirm with the customer that they are confident in their **purchase**
- complete the sale and provide the customer with a receipt and certificate of guarantee, if appropriate

### Deal with returns, complaints, refunds and exchanges

- acknowledge the **returning customer** via verbal and non-verbal means
- establish the **returning customer's problem** with the **purchase**
- remain professional and calm throughout the **returning customer's** explanation
- listen carefully to the **returning customer's** explanation
- deal with the **returning customer's problem**, to the level of their authority and in accordance with their organisation's or company's procedures
- complete the transaction to the satisfaction of the **returning customer** and in accordance with consumer rights legislation
- conclude the transaction on the best possible terms with the **returning customer**

### Encourage customer commitment to using additional services and products

- identify that the customer requires advice upon an additional service and or product
- offer to demonstrate the service and or product and secure the customer's permission to carry out the demonstration
- ask the customer if they suffer from any allergies to products or cosmetic ingredients
- follow hand hygiene procedures, prior to touching the customer's skin
- prepare the tools, materials and products needed for an effective and hygienic demonstration
- provide the customer with accurate and relevant information about the service and or products being demonstrated
- complete the demonstration bearing in mind the customer's time pressures and other commitments

- allow time at the end of the demonstration for seamless promotion and recommendations to encourage customer purchasing, using a range of **opportunities**

#### **Awareness of stock rotation and stock maintenance**

- follow their organisation's or company's **procedures for stock control**
- minimise disturbance and treat others with courtesy, when counting stock
- identify the correct person within their organisation or company to report any problems with stock and stock levels, in situations that they are not authorised to deal with
- handle situations where products are out of stock and find a solution with the customer
- check and replenish **shop floor and stockroom stock** to maintain a constant level

#### **Range - Practical**

##### **Purchase**

- make-up products
- hair products and accessories
- skin care products
  - face
  - body
  - hand and nail
- male grooming
- electrical products

##### **Opportunities**

- link selling
- up selling
- buying signals
- promotions
- coffrets
- overcoming objections

##### **Sales techniques**

- in-store and on-line promotions
- effective product placement
- attractive product displays
- match products and services to customers' purchase
- current/seasonal displays
- enhancing/building upon sales

##### **Returning customer**

- indecisive
- angry
- anxious
- confused
- referred

##### **Problem**

- return of the purchase
- complaint about the purchase
- refund request for the purchase

- exchange of purchase

**Procedures for stock control**

- at specified time
- accurate counting and recording
- identification of stock discrepancy
- identification of stock deterioration and potential wastage
- identification of close shelf-life
- adherence to health, safety and security procedures

**Shop floor and stockroom stock**

- testers
- customer incentives
- samples
- marketing collateral
- ancillary items
- tissues and cotton wool
- disposables
- saleable stock

**A Beauty and Make-up Consultant knows and understands:**

Service and product promotion techniques, how to make a sale, buying signals. The principles of brand awareness, pricing structures, and product ranges. Principles of stock rotation and maintenance

**Maintain safe and effective methods of working when advising and demonstrating beauty recommendations to customers**

*Cross reference to pages 7-10*

**Create sales opportunities**

- the importance of non-verbal and verbal communication techniques
- how to use different evaluation techniques to establish the customer's needs
- the importance of clear and professional communication with customers
- how to use a variety of sales techniques when providing customers with information
- how to optimise sales through effective product placement, ensuring product displays remain attractive, appealing and safe to customers
- the importance of pro-actively seeking ways of enhancing sales, whilst being sensitive to the needs of the customer
- how to match additional or associated products and services to customers' needs and increase the amount they spend
- why it is important to understand the laws governing the application and sale of cosmetics
- how to increase sales through product placement by utilising 'hot spots' and the relationship between sales and space
- the sales opportunities that exist across the year, and how to take advantage of customers' buying habits during these periods
- the organisation's or brand's unique selling points, its straplines, promotions and advertising campaigns
- the importance of remaining aware of local offers and variances in products, to provide accurate guidance on product and price comparisons to influence customers' purchasing decisions
- how to confirm and close the sale
- the importance of providing the customer with all necessary information and literature that accompanies their purchase
- the laws governing the application and sale of cosmetics

**Deal with returns, complaints, refunds and exchanges**

- how to use non-verbal and verbal communication techniques to suit difficult situations
- the importance of and how to use active listening skills
- the importance of paying full attention to a **returning customer**
- how to deal with a range of emotions that a **returning customer** may display
- how to **solve a problem** to the satisfaction of the **returning customer**
- the limitations of maintaining **returning customers'** goodwill through complimentary items

**Encourage customer commitment to using additional services and products**

- the importance of establishing the customer's time pressures and expectations when offering to demonstrate any additional service and or product
- the importance of gaining the customer's permission to carry out demonstrations and for setting up record cards
- their organisation's or company's procedures relating to its customer record card system and the importance of confidentiality
- the importance of questioning and recording the customer's responses on the record card, when establishing **factors** related to the demonstration
- the importance of explaining to the customer about the benefits of their details being on file and of reassuring them of confidentiality and the level of future contact to expect
- the importance of thorough preparation for a demonstration
- methods of balancing the demonstration with active selling and promotion techniques to capture customer interest and subsequent sales
- the importance of delivering the demonstration at a pace that is suitable for the customer and that meets the commercial timeframe of their organisation or company
- the importance of **product knowledge** to their own role, when providing the best possible advice and information to customers
- the advantage of being able to identify relevant **factors** and to match **product knowledge** to suit them
- why it is important to allow the customer to feel, smell and experience the products being used
- steps to take to complete the sale of additional services and or products
- the importance of regularly updating customer record cards and staying in touch with the customer after the sale, to help meet their sales targets

**Awareness of stock rotation and stock maintenance**

- the importance and principles of effective **procedures for stock control**
- how accurate stock counting contributes to maintaining stock levels and maintaining customer satisfaction and sales
- their organisation's or company's procedures for counting stock and recording stock levels
- why it is important to minimise disturbance to others when counting stock, and how to do so
- how to rectify the problems with stock and stock levels they are authorised to deal with
- who to tell about problems with stock and stock levels that they are not authorised to deal with
- the requirements to review stock levels and stock types to meet planned marketing activities and expected seasonal variations
- the importance of being able to allocate space for sudden and sporadic deliveries of promotional stock
- the likelihood of space requirements for 'gift with purchase' promotional stock, far outweighing the space required for the stock to which it is tied
- the purposes of batch control
- the main steps to manage purchase systems within their organisation or company
- how to identify and calculate trigger points within their organisation or company
- the advantages and disadvantages of **vendor-managed inventory (VMI) systems**

### Range - Theory

#### Laws governing the application and sale of cosmetics

- Trade Description Act
- Data Protection legislation
- Control of Substances Hazardous to Health Regulations (COSHH)
- Consumer Protection legislation
- Advertising Standards
- Equality Act
- Health and Safety at Work Act

#### Returning customer

- indecisive
- angry
- anxious
- confused
- referred

#### Solve

- in an efficient manner
- within level of authority
- in accordance with organisation's or company's procedures
- in accordance with consumer rights legislation

#### Problem

- return of the purchase
- complaint about the purchase
- refund request for the purchase
- exchange of purchase

#### Factors

- occupation
- lifestyle
- level of customer expertise
- contra-indications and allergies
- occasion
- gender
- trends
- season
- budget
- customer preference

#### Product knowledge

- features
- actions
- benefits
- ingredients
- price
- precautions
- brand guidelines

### **Stock control**

- to meet customer demands
- to reduce stock deterioration and wastage
- to optimise storage conditions
- to maintain stock rotation procedures
- to balance stock levels to meet sales needs
- to minimise amount of cash tied up in stock
- to reduce pilfering
- to prevent off-sales
- to prevent over-stocking

### **Vendor-managed inventory (VMI) systems**

#### *Advantages*

- relieves stockist of the burden and responsibility of managing stock levels
- reduces lost sales and customer dissatisfaction, due to poor stock management
- transfers point-of-sale electronic data to suppliers, who then generate the order

#### *Disadvantages*

- difficulty in changing suppliers and restriction of the ability to 'shop around'
- potential fear of release of confidential data on sales figures to competitors
- setting and agreeing the optimum minimum and maximum stock levels to achieve expected fill rates
- stock file may be corrupted, due to the non-recording of theft or breakages

**Unit MC6 - Advise, demonstrate and sell beauty products to customers**

**Standardised Assessment**

The assessment must be performed in a Realistic Working Environment, on customers. Simulation is not allowed for any performance evidence within this unit.

The apprentice must practically demonstrate in their everyday work that they have met the standard 'Advise and demonstrate beauty recommendations to customers'.

The Assessor will observe the apprentice on **at least 2 occasions**

From the range, the apprentice must show that they have:

- achieved **4 out of 6** purchases
- covered **all** opportunities
- covered **all** sales techniques
- dealt with **2 out of 5** returning customers
- dealt with **3 out of 4** problems

The Assessor will observe the apprentice on **at least 1 occasion**

From the range, the apprentice must show that they have:

- followed **all** procedures for stock control
- covered stock counting and replenishment of **5 out of 8** types of shop floor and stockroom stock

If the range requirements have not been fully covered by these observations the apprentice may be able to provide additional observed evidence.

The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## Unit MC7 - Advise and demonstrate perfumery recommendations to customers

A Beauty and Make-up Consultant is able to competently:

Evaluate and establish customers' fragrance preferences and recommend an appropriate fragrance choice

Maintain safe and effective methods of working when advising and demonstrating perfumery recommendations to customers

*Cross reference to pages 7-10*

### The retail sale of perfumery products

- acknowledge the customer via verbal and non-verbal means
- open dialogue with the customer to provide **opportunities**
- use **questioning techniques** to identify the customer's service and product needs
- use a variety of **sales techniques** when providing the customer with information
- describe the range of **perfumery products** available to customers
- utilise **product knowledge** to identify and recommend an appropriate fragrance to the customer
- demonstrate different **perfumery products** on the customer's skin or on a fragrance blotter, explaining their **differences**
- advise the customer on how to wear a fragrance
- complete the sale of **perfumery products** and use a range of **opportunities**

### Range - Practical

#### Opportunities

- link selling
- up selling
- buying signals
- promotions
- coffrets
- overcoming objections

#### Questioning techniques

- open questions (encouraging the conversation and finding out about customer tastes)
- reducing questions (use with comparison products: "do you prefer this fragrance, or that fragrance?")
- closed questions (getting agreement from the customer on their choice)
- active listening

#### Sales techniques

- traffic stopping
- in-store and on-line promotions
- effective product placement
- attractive product displays
- link selling of matching products to customer's purchase
- current/seasonal displays

### Perfumery products

- pure parfum
- esprit de parfum
- eau de parfum
- eau de toilette
- eau de cologne
- eau fraiche
- bathing and body products (including aftershave)
- home fragrance

### Product knowledge

- fragrance families: floral, oriental, chypre, fougere
- ingredient facets: floral, fruity, citrus, aromatic, green, spice, wood, moss, liquor, tobacco, balsamic, gourmand, leather, animalic

### Differences

- concentration
- cost
- application or use

### A Beauty and Make-up Consultant knows and understands:

History, origins, types, brands, skin reaction, the principles of blending fragrances, the psychological effects of fragrances and relationship to olfactory and limbic systems

### Maintain safe and effective methods of working when advising and demonstrating perfumery recommendations to customers

### *Cross reference to pages 7-10*

### The retail sale of perfumery products

- the role of the perfumer within the perfumery industry
- the **historical development** of the perfumery industry
- the **key components** of perfume
- the role that top, middle and base notes all play in a perfumery product
- the importance of and links between **fragrance, emotions and memory**
- the **product knowledge** of the perfumery products in the range
- the difference between a scent-driven and a fashion-driven customer
- how to evaluate and establish customers' fragrance preferences and recommend an appropriate fragrance choice
- how to maximise perfumery product sales through questioning and listening skills and use of promotional activities, such as 'gift with purchase'

### Range - Theory

### Historical development

- origins and uses of perfume in ancient civilisations
- the development of the perfumery industry, and the role of Grasse in France
- fashion designers and their link to fragrance in the 20<sup>th</sup> century
- classic benchmark perfumes of recent decades

- basic methods of extraction and production
- the role of media and advertising
- the role IFRA plays in regulating fragrance ingredients

**Key components**

- non-scented: alcohol, water
- scented: essential oils, absolutes
- difference between synthetic and natural ingredients
- plant based
- animal based

**Fragrance, emotions and memory**

- olfactory system
- limbic area of the brain
- how the two link together and the outcome of this connection

**Product knowledge**

- fragrance families: floral, oriental, chypre, fougere
- ingredient facets: floral, fruity, citrus, aromatic, green, spice, wood, moss, liquor, tobacco, balsamic, gourmand, leather, animalic

Unit MC7 - Advise and demonstrate perfumery recommendations to customers

**Standardised Assessment**

The assessment must be performed in a Realistic Working Environment, on customers. Simulation is not allowed for any performance evidence within this unit.

The apprentice must practically demonstrate in their everyday work that they have met the standard for '**Advise and demonstrate perfumery recommendations to customers**'

The Assessor will observe the apprentice on **at least 2 occasions, each one involving a different customer.**

The apprentice must show that they have:

- used **all** opportunities
- used **all** questioning techniques
- used **all** sales techniques
- described **all** of the perfumery products
- discussed **all** the product knowledge
- explained **all** the differences
- advised **at least one** customer how to wear a fragrance

If the range requirements have not been fully covered by these observations the apprentice can provide additional observed evidence.

The apprentice will need to collect documentary evidence to show that they have met all the requirements of the standard.

## **B. The Assessment of the Apprenticeship Qualification**

The Beauty Professional Apprenticeship Standard will be assessed via a range of methods, which have been chosen for their previous history of success in delivering Beauty training within the sector. These have been chosen from extensive consultation with Awarding Organisations and education and training providers to ensure deliverability.

### **External Quality Control of Assessment**

The monitoring and standardisation of assessment decisions must be achieved through robust assessment, and internal and external quality assurance systems. These must be reliable, transparent and fit for purpose and must comply with the requirements of the qualifications regulator.

#### **B1 Internal Verification**

Centres must, in line with regulatory guidance, have an effective internal verification strategy and processes in place to ensure apprentices are assessed fairly and consistently, and that Standards are being met.

To ensure all assessment activities are valid and effective, and that the Assessors' decisions are accurate, a Centre's internal verification process should:

- Identify Internal Verifiers who are responsible for implementing these processes. If necessary identify a coordinating Internal Verifier who manages the process
- Produce an effective internal verification policy
- Produce and maintain a clear audit trail of decision making and action
- Produce an internal verification schedule of assessment activities and assessment decisions
- Produce a training and standardisation plan for all those involved in internal verification

Internal Verifiers should observe Assessors performing apprentice assessments at regular intervals according to Awarding Organisation guidelines, risk rating and experience of the Assessor. The reliability, validity and authenticity of evidence must be checked during these observations.

An Internal Verifier cannot internally verify either assessment activities they have produced or assessment decisions they have made.

#### **B2 External Verification**

To ensure successful monitoring and standardisation of the assessment activities conducted by a Centre, the assessment decisions made by Assessors and the Centre's internal

verification processes an Awarding Organisation must have in place a robust external verification system with clear and effective arrangements to ensure consistency in quality. The mechanisms required to achieve this are outlined by the qualification regulator.

In addition to the qualification regulator's requirements, all external quality assurance reports and other data relating to a Centre must be reviewed by the Awarding Organisation. Where any risks are identified relating to the quality control of assessment, the Awarding Organisation must have in place an effective risk management and rating system to determine, depending on a Centre's level for risk, the appropriate external quality assurance, monitoring, support and control that should be put in place.

### **B3 Risk Assessment**

All Awarding Organisations are required to implement effective risk management and rating systems to help protect the integrity of the qualification, safeguard assessment and verification processes and ensure standards are maintained. These systems should also focus on:

- Conflict of interest  
Any personal or professional relationship between apprentices, Assessors, Internal Verifiers and External Verifiers should be declared.
- Adherence to Centre approval criteria  
Centres should be continually monitored in addition to its delivery to ensure that the integrity of the qualification is maintained.

Where risk is identified through these systems, Awarding Organisations will need to act accordingly to ensure the Centre is performing to an acceptable level. This may include, but is not limited to:

- inspection/spot visit(s)
- additional monitoring of assessment activities and/or internal verification processes
- verifying a sample of apprentices' work from each Assessor over an agreed period of time
- appointment of Independent Verifiers
- training and development
- or other action appropriate to the risk.

Awarding Organisations should be able to demonstrate a risk assessment has been carried out for each Centre and a strategy to minimise any risk identified has been implemented.

#### **B4 Workplace assessment**

Apprentices are expected to demonstrate competence to the standards required over a period of time. Therefore, to ensure validity, evidence should be naturally occurring and collected through performance in the workplace.

It is acknowledged not all employers' workplaces are the same, therefore assessment conditions may not be identical. However to safeguard the integrity of the qualification and ensure a robust and consistent approach to assessment the Assessor must ensure the assessment conditions reflect, as far as possible, those to which the apprentice is expected to work.

A holistic approach towards the collection of evidence for this qualification is encouraged. The focus should be assessing activities generated in the workplace, through naturally occurring evidence, rather than focusing on specific tasks. Taken as a whole, the evidence must show the apprentice meets all learning outcomes and assessment criteria across the scope/range consistently, over a period of time. It should be clear where each learning outcome/assessment criteria has been covered and achieved.

It is imperative the apprentice is not placed under more, or less, pressure than found normally in the workplace during assessment.

#### **B5 RWE Realistic working environment**

Apprentices should be assessed through performance in the workplace.

As far as reasonably practicable the assessment should match conditions of a realistic working environment (RWE). In other words, the conditions should match those found in the workplace, including facilities, equipment, products, as well as relationships, constraints and pressures.

<b>The RWE must adhere to the following principles:</b>
<ul style="list-style-type: none"> <li>Centres must develop realistic management procedures that incorporate a 'commercial image' and sales and marketing policy to attract the type and number of customers needed to ensure the requirements of the qualification can be met and achieved.</li> </ul>
<ul style="list-style-type: none"> <li>All assessments must be carried out under realistic commercial pressures and on customers, not other apprentices within the same cohort. Customers used should vary in age and ethnicity.</li> </ul>
<ul style="list-style-type: none"> <li>All demonstrations performed must be completed in a commercially acceptable timescale</li> </ul>
<ul style="list-style-type: none"> <li>Apprentices must be able to achieve a realistic volume of work</li> </ul>
<ul style="list-style-type: none"> <li>The space per working area conforms to current health and safety legislation and commercial practice</li> </ul>
<ul style="list-style-type: none"> <li>The range of demonstrations, professional products, tools, materials and equipment must be current and available for use</li> </ul>

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| <ul style="list-style-type: none"><li>• A retail facility must be provided, stocked with products that relate to the customers' needs and complements the demonstrations offered</li></ul>                                   |
| <ul style="list-style-type: none"><li>• All by-laws, legislation or local authority requirements that have been set down in relation to the type of work that is being carried out must be taken into full account</li></ul> |

### **B6 Simulation**

Simulation is not acceptable for any units within this qualification.

### **B7 Witness Testimony**

A Witness testimony, a statement made by someone present while the apprentice was performing an activity on-the-job, may be used to support the assessment process and, where permitted, by the Awarding Organisation.

Witness testimony should only be used as an additional method of assessment when all observations have been carried out by an Assessor.

Where Witnesses are used,

- Evidence must be available that demonstrates the individual has the necessary expertise in the area for which they are providing the testimony.
- Any relationship they have with an apprentice must be declared to the Assessor to determine the value of the testimony provided.
- They must be fully briefed and clear about the purpose of their testimony, it will only be regarded as supporting/supplementary evidence and the final decision regarding the apprentice's ability to meet the evidence requirements will be the responsibility of the Assessor.

## **C. Assessment of Knowledge and Understanding**

It is acknowledged that the assessment of knowledge and understanding may take place in a different environment, for example a college or another environment which is not the immediate workplace.

The knowledge and understanding required by an apprentice to support performance in the workplace is detailed within this document.

### **C1 Supporting evidence**

Evidence produced by apprentices must be valid, sufficient, reliable, authentic and current and relate directly to specific assessment criteria. Types of acceptable evidence are, but are not limited to:

- Professional discussion
- Portfolio of evidence
- Reflective diary on own practice in an appropriate working environment
- Written assignments
- Projects/case studies
- Coursework
- Task based controlled assessment

### **C2 Mandatory External Assessment questions**

The use of mandatory questions, as one method of assessment, will be applied to the following units:

<b>Unit MC1 - Instruct the use and application of skin care products and make-up</b>
<b>Unit MC2 - Advise and demonstrate a range of beauty retail products tools and equipment for the eyelashes and eyebrows</b>
<b>Unit MC3 - Advise and demonstrate a range of beauty retail products tools and equipment for the face, neck and skin</b>
<b>Unit MC4 - Advise and demonstrate a range of beauty retail products tools and equipment for the nails</b>

These questions are to be developed by the Awarding Organisation in adherence to the respective regulatory framework, locally assessed by the Centre and externally verified.

Apprentices are expected to sit one test paper and must achieve a pass mark of 70%.

All mandatory questions must be carried out under closed book conditions. The confidentiality of the mandatory questions and answers must be maintained under secure conditions.

As a minimum requirement, Awarding Organisations are required to develop appropriate externally set questions to cover the critical areas of knowledge and understanding listed below:

Unit Title	Knowledge areas
<p><b>Unit MC1 Instruct the use and application of skin care products and make-up</b></p> <p><b>MC2/3/4 - Advise and demonstrate a range of beauty retail products, tools and equipment for</b></p> <ul style="list-style-type: none"> <li>• the eyelashes and eyebrows</li> <li>• face, neck and skin</li> <li>• nails</li> </ul>	<p>The following knowledge statements include the eyelashes and eyebrows, face, neck and skin and nails</p> <ul style="list-style-type: none"> <li>• how to evaluate, advise and take into account the customer's diverse needs</li> <li>• contra-indications that may prevent or restrict a service</li> <li>• the importance of gaining customers' permission to carry out demonstrations</li> <li>• product knowledge of the skin care brand and the importance of checking for known allergies</li> <li>• the importance of thorough preparation for a demonstration</li> <li>• the common recognition factors of nail, skin and eye diseases and disorders that may prevent or restrict the application and/or recommendation of products</li> <li>• the safe and effective way of using beauty retail products, tools and equipment and the consequences of not doing so</li> </ul> <p><b>MC1</b></p> <ul style="list-style-type: none"> <li>• the reasons for checking if the customer wears contact lenses or glasses</li> <li>• the <b>theory of colour</b> and the effects of lighting</li> <li>• main <b>bones of the skull</b> that affect the shape of the face</li> <li>• the types and benefits of the make-up products used</li> </ul> <p><b>MC2</b></p> <ul style="list-style-type: none"> <li>• the relevant factors that affect the choice of eyebrow and eyelash product to be recommended</li> <li>• how to advise the customer on effective and hygienic eyebrow hair removal and the most</li> </ul>

	<p>suitable shape they can achieve, based on the relevant factors</p> <ul style="list-style-type: none"> <li>• different eyebrow artistry techniques to suit the relevant factors and outcomes required</li> <li>• the different types of eyebrow products used for eyebrow artistry and their effects</li> <li>• how to make recommendations based on an evaluation of the relevant factors, and the eyebrow and lash products available</li> </ul> <p>MC3</p> <ul style="list-style-type: none"> <li>• how to recognise the customer's skin type and skin condition and how different relevant factors can affect the skin</li> <li>• how to select and make recommendations of different facial skin care products to suit the customer's skin type, skin condition and diverse needs</li> <li>• the basic structure and functions of the skin</li> </ul> <p>MC4</p> <ul style="list-style-type: none"> <li>• the structure of the nail and the process of nail growth</li> <li>• the basic anatomy of the hands and feet, to include name and position of bones</li> <li>• how to select and make recommendations of different nail products to suit the customer's diverse needs</li> </ul>
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### **C3 Non-mandatory knowledge and understanding**

All non-mandatory knowledge and understanding must be 70% achieved.

Centres must provide the Awarding Organisation with a matrix of how the internal assessment of the knowledge and understanding has been met.

#### **Assignment requirements**

It is suggested that the three units below are assessed via at least one assignment set by the AO or centre devised and internally marked and externally verified:

- MC5 Completes promotional activities
- **MC6 Advise, demonstrate and sell beauty products to customers**
- MC7 Advise and demonstrate perfumery recommendations to customers

### **C4 E-Assessment**

Where e-assessment is used, it must meet the requirements of the qualification regulator and have prior approval from Awarding Organisation to ensure the criteria is assessed to the standard required and the tool(s) utilised are reliable, sufficient, valid and current.

Awarding Organisations must provide Centres with advice and guidance as to the hardware, operating systems and installation requirements and provide technical support to Centres upon request.

## **D. Occupational Competence Requirements for those involved in the Assessment process**

The occupational expertise of Witnesses, Assessors and those responsible for the internal/external verification of this qualification is one of the key factors underpinning valid, fair and reliable assessment. Therefore, ensuring the integrity and professionalism of this workforce is of paramount importance and they must be given sufficient time to carry out their role effectively.

### **D1 Witness**

The role of the Witness is to submit evidence to the Assessor regarding the competence of the apprentice in meeting the standards identified in any given unit. This evidence must relate directly to the apprentice's performance in the workplace which has been observed first hand by the Witness. Therefore, those who could fulfil the role of a Witness for this qualification could include, but are not limited to:

- Shop floor manager; or
- Counter number one; or
- Manager; or
- Product Manager; or
- Store Manager; or
- Trainer; or
- Supervisor; or
- Customer.

It is not necessary for Witnesses to hold an Assessor qualification as it is the responsibility of the IEPA to make the final assessment decision(s) about the acceptability of all evidence submitted, regardless of source.

### D2 Assessor

The Assessor must hold, or be working towards; a valid Assessor qualification or equivalent

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI - Assess workplace competence using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF)

or hold one of the following:

- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence

**NB:** Holders of A1 and D32/33 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Assessor must also be:

	Definition
<b>Occupationally competent</b>	<p>The Assessor must hold:</p> <ul style="list-style-type: none"> <li>• A relevant level 2 qualification and or substantial experience of working in a Beauty and Make-up Consultancy role which has been gained through ‘hands on’ experience in the industry</li> </ul> <p>The Assessor must have sufficient operational experience within the Beauty industry that can be evidenced, is current and relevant to the qualification. Experience could be gained through time in a role in the beauty industry which could include, but is not limited to:</p> <ul style="list-style-type: none"> <li style="width: 50%;">• Beauty Therapist/Specialist;</li> <li style="width: 50%;">• Trainer;</li> <li style="width: 50%;">• Counter Consultant;</li> <li style="width: 50%;">• Lecturer; or</li> <li style="width: 50%;">• Make-up Artist;</li> <li style="width: 50%;">• Verifier.</li> </ul>

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<b>Familiar with the qualification</b>	The Assessor must have an in-depth technical knowledge of the qualification, units and standards of competencies required. They must be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification.
<b>Credible</b>	The Assessor should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the Awarding Organisation or other recognised and relevant providers in the sector.
	<b>A minimum of 50 hours CPD is required per annum of which 30 hours applied practical skills in a commercial counter setting</b> (1 <sup>st</sup> September - 31 <sup>st</sup> August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the Centre they work for.

#### Unqualified Assessors

Awarding Organisations may approve individuals to assess this qualification who have not yet achieved an Assessor qualification. However, these individuals must be working towards and achieve the qualification within 12 months and meet the other requirements. Should an unqualified Assessor be used they must be fully supported and have their assessment decisions countersigned by a qualified Assessor to ensure the apprentice has achieved the required standard.

#### D3 Internal Verifier

The Internal Verifier must hold a valid Assessor qualification and hold or be working towards a Verifier qualification or equivalent

Assessor qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI - Assess workplace competence using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

Verifier qualifications:

- Learning and Development Unit 11 - Internal Quality Assurance; or
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF); or

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- V1 Conduct Internal Quality Assurance of the Assessment Process; or
- D34 Internally Verify the Assessment Process.

**NB:** Holders of A1, D32/33, V1 and D34 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The Internal Verifier must also be:

	<b>Definition</b>
<b>Occupationally competent</b>	<p>The Internal Verifier must hold:</p> <ul style="list-style-type: none"> <li>• A relevant level 2 qualification and or substantial experience of working in a Beauty and Make-up Consultancy role which has been gained through ‘hands on’ experience in the industry</li> </ul> <p>The Internal Verifier must have sufficient operational experience within the beauty therapy industry that can be evidenced, is current and relevant to the qualification. This must be of sufficient depth to be effective and reliable when verifying judgements about Assessors’ assessment processes and decisions.</p>
<b>Familiar with the qualification</b>	<p>The Internal Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification.</p>
<b>Credible</b>	<p>The Internal Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the Awarding Organisation or other recognised and relevant providers in the sector.</p>
	<p><b>A minimum of 50 hours CPD is required per annum of which 30 hours applied practical skills in a commercial counter setting (1<sup>st</sup> September - 31<sup>st</sup> August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the Centre they work for.</b></p>

#### **Unqualified Internal Verifiers**

Awarding Organisations may approve individuals to verify this qualification who have not yet achieved a Verifier qualification. However, these individuals must be working towards and achieve this qualification within 12 months and meet the other requirements. Should an unqualified Internal Verifier be used they must be fully supported and have their decisions countersigned by a qualified Internal Verifier.

#### **D4 External Verifier**

The External Verifier must hold a valid Assessor and Verifier qualification and hold or be working towards a valid External Verifier qualification or equivalent:

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#### Assessor qualifications:

- Learning and Development Unit 9D - Assess workplace competence using direct methods; or
- Learning and Development Unit 9DI - Assess workplace competence using direct and indirect methods; or
- Level 3 Certificate in Assessing Vocational Achievement (QCF); or
- Level 3 Award in Assessing Competence in the Work Environment (QCF); or
- A1 Assess candidates using a range of methods; or
- D32/33 Assess candidate performance, using differing sources of evidence.

#### Verifier qualifications:

- Learning and Development Unit 12 - External Quality Assurance; or
- Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF), or
- Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF); or
- V1 Conduct Internal Quality Assurance of the Assessment Process; or
- V2 Conduct External Quality Assurance of the Assessment Process; or
- D34 Internally Verify the Assessment Process; or
- D35 Externally Verify the Assessment Process.

**NB:** Holders of V2 and D35 qualifications must work to the reviewed National Occupational Standards for Learning and Development.

The External Verifier must also be:

	<b>Definition</b>
<b>Occupationally competent</b>	<p>The External Verifier must hold:</p> <ul style="list-style-type: none"> <li>• A relevant level 2 qualification and or substantial experience of working in a Beauty and Make-up Consultancy role which has been gained through ‘hands on’ experience in the industry</li> </ul> <p>The External Verifier must have sufficient operational experience within the beauty industry that can be evidenced, is current and relevant to the qualification. This must be of sufficient depth to be effective and reliable when verifying judgements about internal verification and assessment processes and decisions.</p>
<b>Familiar with the qualification</b>	<p>The External Verifier must have an in-depth knowledge of the qualification, units and standards of competencies required. They must be committed to upholding the integrity of the qualification.</p>

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#### Credible

The External Verifier should have access to, and be engaging with, continuous professional development activities in order to keep up to date with developments and any issues relevant to the qualification and/or its units. These may include those offered by the Awarding Organisation or other recognised and relevant providers in the sector.

A minimum of 50 hours CPD is required per annum of which 30 hours applied practical skills *in a commercial counter setting* (1<sup>st</sup> September - 31<sup>st</sup> August) which must be demonstrated through a personal development plan (PDP) or as a reflective diary. Responsibility for CPD is the individuals, not the Centre they work for.