

Training Package	Film, Television, Radio and Multimedia (CUF01)	HSC Requirements and Advice
Title	Design, apply and remove make-up	
Unit code CUFMUP02A	<p>Unit Descriptor</p> <p>This unit describes the skills and knowledge required to determine and research, apply, maintain and remove make-up for any production within the cultural industries. It does not cover the application of period, specialised and special effects make-up which are covered in units Design, apply and remove period and specialised make-up and also Design, apply and remove special effects make-up from the entertainment industry training package.</p> <p>This unit modifies and expands on the unit Design, apply and remove make-up from the entertainment industry training package.</p>	HSC Indicative Hours 35

Evidence Guide			
Underpinning skills and knowledge	Linkages to other units	Resource requirements	HSC Requirements and Advice
<p>Assessment must include evidence of essential knowledge of, and skills in, the following areas:</p> <ul style="list-style-type: none"> • recognising and responding appropriately to general and local contra-indications and contra-action including those which indicate referral to an appropriate professional • knowledge of face and body shapes and their relationship to the elements and principles of make-up application • knowledge of the following in regard to make-up services: <ul style="list-style-type: none"> - effects of lighting natural/artificial on make-up - colour design principles - colour wheel, primary, secondary, complementary colours, grey scale - tonal value - differences between tone, value, hue and shade • knowledge of cosmetic chemistry/ingredients in relevant make-up products particularly in regard to their likely effects on the skin • determining the physical appearance of: <ul style="list-style-type: none"> - various skin types - normal skin - abnormal skin - minor skin blemishes • awareness of the effect of changes created by specific make-up products and colour application techniques 	<p>This unit has linkages to the following units and combined training delivery and/or assessment is recommended:</p> <ul style="list-style-type: none"> • CUFSAF01A - Follow health, safety and security procedures • CUFMUP03A - Maintain make-up continuity • WRH12A - Dress (style) hair 	<p>Assessment requires access to a range of products and equipment listed in the range of variables statement, currently used by the cultural industries.</p>	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • colour application techniques • colour design principles • contagious and non-contagious • continuity • contra-indications and contra-action • cosmetic • equipment • facial areas • hazards • hue • hygiene • lighting • make-up design concepts • make-up plan • make-up products • make-up removal • make-up requirements • occupational health and safety (OHS) • performer

Underpinning skills and knowledge	Linkages to other units	Resource requirements	HSC Requirements and Advice
<ul style="list-style-type: none"> • awareness of the effect of changes created by lighting and how make up colours appear on the screen • dealing with performers tactfully and respectfully • meeting deadlines • ability to work under pressure • using time effectively to control product waste • elementary photography • keeping accurate photographic records for continuity purposes. 			<ul style="list-style-type: none"> • performer comfort • photography • productions • sanitation • skin disorders • skin types • sterilisation • tone.

Method and context of assessment	Critical aspects of evidence	HSC Requirements and Advice
<p>Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements.</p> <p>To establish consistency of performance, assessment methods must include observation of performance during a series of practical demonstrations covering a variety of make-up application types.</p> <p>A range of methods to assess the application of essential underpinning knowledge must support this and might include:</p> <ul style="list-style-type: none"> • practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance) • role play • case studies • work samples or simulated workplace activities • oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept • projects/reports/logbooks • third party reports and authenticated prior achievements • portfolios of evidence which demonstrate the processes used in developing and realising the creative concept 	<p>This unit of competence applies to a range of industry sectors and areas of makeup specialisation. The focus of assessment will depend on the industry sector and areas of makeup specialisation. Assessment must be customised to meet the needs of the particular sector and specialisation in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.</p> <p>Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the area of makeup expertise required. For generic pre-vocational training, organisations should provide training which would provide participants with a breadth of makeup knowledge and expertise, encompassing a range of areas of specialisation.</p> <p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> • the development of creative period and specialised make-up designs in accordance with the requirements of the production including: • identification of facial areas requiring highlighting/shading • product application techniques • knowledge of colour design principles • application to lighting, natural and artificial • the application of local health and hygiene requirements/regulations • the application of safe work practices in regard to the provision of make-up services and safe use of product according to occupational health and safety requirements • product application and removal techniques. 	

Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Key competencies	Level
Collecting, organising and analysing information	1
Communicating ideas and information	2
Planning and organising activities	1
Working with others and in teams	2
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
1 Determine make-up requirements	1.1 Research requirements for make-up and particular performers in consultation with relevant personnel so that creative and technical production requirements are met.	<p>Production requirements for make-up may include:</p> <ul style="list-style-type: none"> • designers and directors specifications • venue requirements • production schedule • relevant health and hygiene requirements • performers' requirements • resource constraints • lighting effects. <p>Materials to be read and interpreted may include:</p> <ul style="list-style-type: none"> • script • production schedule • product labels • manufacturers' guidelines • make-up plan • call sheets • running sheets • costume plots • costume breakdown lists • stock orders. <p>Types of production may include:</p> <ul style="list-style-type: none"> • feature films • documentaries • short films • commercials • filmed events or performances • music video • television productions of any type, eg music, drama, comedy, variety, sport • live or pre-recorded television productions • theatrical productions • plays • live performances. 	<p>Learning experiences for the HSC must address:</p> <p>The role of make-up within an overall production design concept.</p> <p>Basic research techniques including:</p> <ul style="list-style-type: none"> • identification of relevant information • questioning techniques to obtain information • sorting, summarising and presenting information. <p>Factors influencing make-up requirements for productions including:</p> <ul style="list-style-type: none"> • reading and interpreting script or performance outline • designers and directors specifications • venue requirements • production schedule • relevant health and hygiene requirements • performers' requirements • resource constraints <ul style="list-style-type: none"> - time - finance - materials - expertise • lighting effects <ul style="list-style-type: none"> - natural - artificial. <p>An awareness of the make up requirements for a range of productions including:</p> <ul style="list-style-type: none"> • films • music video • television productions • theatrical productions • plays • live performances. <p>A basic understanding of colour theory as it relates to make-up design including:</p> <ul style="list-style-type: none"> • effects of lighting <ul style="list-style-type: none"> - natural - artificial • colour design principles

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			<ul style="list-style-type: none"> • colour wheel <ul style="list-style-type: none"> - primary colours - secondary colours - complementary colours - grey scale • tonal value • differences between tone, value, hue and shade.
	<p>1.2 Create design concept according to make-up requirements and/or in consultation with the appropriate personnel.</p>	<p>Appropriate personnel may include:</p> <ul style="list-style-type: none"> • make-up supervisor/other make-up personnel • special effects make-up design and maker • costume designer and wardrobe personnel • continuity personnel • hairdresser • director • designer • producer • performer • production manager • lighting designer and lighting personnel • director of photography • technical director • other technical staff • floor manager. 	<p>Learning experiences for the HSC must address:</p> <p>An understanding of a variety of methods for creating design concepts for make-up.</p> <p>Understanding of the effect created by specific make-up products and colour application techniques.</p> <p>A basic knowledge and understanding of face and body shapes and their relationship to the elements and principles of make-up design.</p> <p>A basic awareness of the role of a range of personnel in the creation of make-up concept design including:</p> <ul style="list-style-type: none"> • make-up supervisor • costume designer and personnel • continuity personnel • hairdresser • director • designer • performer • production manager • lighting designer and lighting personnel • director of photography • stage/floor manager. <p>Recording make-up design concepts including:</p> <ul style="list-style-type: none"> • drawings • photographs • description of design • technical terminology.

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	1.3 Consider the budget in relation to design concept and make-up requirements.	Numeracy tasks may include: <ul style="list-style-type: none"> • estimating the amount of products required • estimating the time required to apply make-up. 	Learning experiences for the HSC must address: An awareness of costs involved with make-up design: <ul style="list-style-type: none"> • product costs <ul style="list-style-type: none"> - materials - equipment • labour costs <ul style="list-style-type: none"> - time - specialist expertise.
	1.4 Discuss and agree upon make-up design with the appropriate personnel and prepare make-up plan to include testing.	Appropriate personnel may include: <ul style="list-style-type: none"> • make-up supervisor/other make-up personnel • special effects make-up design and maker • costume designer and wardrobe personnel • continuity personnel • hairdresser • director • designer • producer • performer • production manager • lighting designer and lighting personnel • director of photography • technical director • other technical staff • floor manager. Written tasks may include: <ul style="list-style-type: none"> • updating make-up plan as appropriate. 	Learning experiences for the HSC must address: Details provided in a make-up plan.
2 Prepare to apply make-up	2.1 Obtain and confirm the special requirements of the performers prior to make-up application and testing.	Special requirements may include: <ul style="list-style-type: none"> • skin disorders (contagious or non-contagious). Contagious conditions may include bacterial, viral or fungal infections. Non-contagious conditions may include various types of acne, dermatitis, eczema, or allergic conditions • contra-indications/precautions including contagious and non-contagious, sunburn, trauma, bruises, cosmetic and general surgery and other visible non-normal skin • skin type/condition including normal, dry, combination, sensitive, mature, pigmented, colour and tone 	Learning experiences for the HSC must address: An awareness of common ingredients in make-up products and their effect on various skin types including: <ul style="list-style-type: none"> • normal • dry • combination • sensitive. An awareness of special requirements of the performer affecting make up application including: <ul style="list-style-type: none"> • contagious and non-contagious skin disorders

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
		<ul style="list-style-type: none"> • allergies • wearing of contact lenses • removal of body or facial hair • performers' histories • duration of the make-up application and the duration of the performance. <p>Oral communication tasks may include:</p> <ul style="list-style-type: none"> • discussing with performers their preferences and sensitivities regarding skin care • discussing performers skin care with other make-up personnel • consulting with wardrobe and hairdressing personnel regarding the use of gums and glue • responding to instructions on required adjustments to make-up • discussing final effect with performer, director, producer, lighting personnel <p>informing performer of the process and procedures for applying, touching-up and/or removing make-up.</p>	<ul style="list-style-type: none"> • contra-indications/precautions • skin type/condition • minor skin blemishes • wearing of contact lenses • removal of body or facial hair • performers' histories • duration of the make-up application • duration of the performance. <p>Considerations for make-up application and testing including:</p> <ul style="list-style-type: none"> • discussing with performer's their preferences and sensitivities regarding skin care • discussing performer's skin care with other make-up personnel • consulting with costume and hairdressing personnel regarding the use of gums and glue • responding to instructions on required adjustments to make-up • discussing final effect with performer, director, producer and lighting personnel • informing performer of the process and procedures for applying, touching-up and/or removing make-up.
	<p>2.2 Select products and equipment in accordance with make-up plan and ensure that they are present in sufficient quantity to meet the needs of the production schedule.</p>	<p>Make-up products may include:</p> <ul style="list-style-type: none"> • pre make-up products and stabilisers • cleansers • toners • moisturisers • concealers • foundation (liquid/solid) • powders • fixative • eyeshadows (matte/frosted) • blushes • mascaras (powder, liquid, wand or block) • lipsticks/lip glosses • pencils • protective gels and creams • sun screen. 	<p>Learning experiences for the HSC must address:</p> <p>Purpose and use of a range of make-up products including:</p> <ul style="list-style-type: none"> • pre make-up products and stabilisers • cleansers, toners and moisturiser • concealer • foundation • powders • fixative • eyeshadow • blush • mascara • lipstick/lip gloss • pencils • protective gels and creams • sun screen • shaders/highlighters.

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		Make-up equipment may include: <ul style="list-style-type: none"> • sponges • brushes • applicators • pallets or tiles • lash curlers • artificial lashes • tweezers • magnifying mirror • containers/tray etc • spatulas • make-up box • cotton buds • eye make-up remover pads • moist towelettes • powder puffs • pencil sharpener • towels • hairclips and bands • tissues • supply of water • protective bibs and smocks • airbrushes. 	Purpose of a range of make-up equipment including: <ul style="list-style-type: none"> • sponges • brushes • applicators • pallets or tiles • lash curlers • artificial lashes/glue • tweezers • magnifying mirror • containers/trays • spatulas • make-up box • cotton buds • eye make-up remover pads • moist towelettes • powder puffs • pencil sharpener • towels • hairclips and bands • tissues • supply of water • protective bibs and smocks • airbrushes.
	2.3 Complete any required stock orders and ensure availability at the time of the production/shoot.	Numeracy tasks may include: <ul style="list-style-type: none"> • estimating the amount of products required • estimating the time required to apply make-up. 	Learning experiences for the HSC must address: Enterprise/organisation procedures and documentation for: <ul style="list-style-type: none"> • stock take • ordering • purchasing (including preferred supplier).
	2.4 Lay out work area to ensure quick and efficient application of make-up.	Environments where make-up may be required include: <ul style="list-style-type: none"> • in a studio • on location - interior • on location - exterior • outside broadcast • day • night • soundstage. 	Learning experiences for the HSC must address: Layout of work area accounting for environmental variations: <ul style="list-style-type: none"> • in a studio • on location • outside broadcast • day • night • soundstage.

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
			<p>Equipment requirements including:</p> <ul style="list-style-type: none"> • tables • chairs • lighting • personal insect repellent • umbrellas/shade • suitable clothing • heat and cold packs • battery operated fans/ventilation. <p>Considerations for laying out work including:</p> <ul style="list-style-type: none"> • space • number of make-up artists • number of performers • quantity of materials and equipment • traffic flow • entrances/exits • environmental conditions.
	2.5 Identify manufacturer's recommendations and correctly use and care for make-up and equipment.		<p>Learning experiences for the HSC must address:</p> <p>Enterprise/organisation procedures for the use and care of make-up and equipment including:</p> <ul style="list-style-type: none"> • storage • general cleaning and maintenance • monitoring of use by dates.
	2.6 Dress the performer with any required protective covering to protect performer's hair and clothes.		<p>Learning experiences for the HSC must address:</p> <p>Preparation of performer for make-up application including:</p> <ul style="list-style-type: none"> • check costume/dressing needs • protective clothing • tie back hair interfering with application • performer comfort.
	2.7 Use suitable cleansing product to cleanse performer's face.		
	2.8 Identify and implement health and hygiene procedures during preparation of make-up and cleansing	<p>Health and hygiene requirements include:</p> <ul style="list-style-type: none"> • local, state and federal occupational health and safety regulations 	<p>Learning experiences for the HSC must address:</p> <p>A basic understanding of health and hygiene</p>

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	procedure.	<ul style="list-style-type: none"> • regulations in the cosmetic environment, eg sterilisation and sanitation procedures, storage and handling of hazardous substances and protective clothing and substances in the workplace. 	<p>requirements including:</p> <ul style="list-style-type: none"> • local, state and federal occupational health and safety regulations • industry regulations. <p>Understanding of enterprise/organisation hygiene procedures including:</p> <ul style="list-style-type: none"> • sterilisation and sanitation procedures <ul style="list-style-type: none"> - personal - equipment • storage and handling of hazardous substances • personal protective equipment (PPE) • dealing with cuts, wounds, sores and skin infections • disposal of contaminated waste • prevention of cross contamination of products and equipment.
3 Apply and maintain make-up	3.1 Ensure that the performer's comfort is maintained during make-up application and that they are protected from any hazards.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of potential hazards during make-up application.</p> <p>Safe work practices to reduce the risk of hazards including:</p> <ul style="list-style-type: none"> • use of PPE • good personal hygiene procedures • avoiding contact with broken skin, sores or blood • using appropriate equipment • cleaning and sterilising equipment after use • using disposable supplies where possible.
	3.2 Apply all products in sequence with appropriate applicators according to the make-up plan and health and hygiene requirements.	<p>Make-up products may include:</p> <ul style="list-style-type: none"> • pre make-up products and stabilisers • cleansers • toners • moisturisers • concealers • foundation (liquid/solid) • powders • fixative • eyeshadows (matte/frosted) • blushes 	

Element	Performance Criteria	Range of Variables	HSC Requirements and Advice
		<ul style="list-style-type: none"> • mascaras (powder, liquid, wand or block) • lipsticks/lip glosses • pencils • protective gels and creams • sun screen. 	
	3.3 Check that the final effect matches the agreed requirements.	Oral communication tasks may include: <ul style="list-style-type: none"> • discussing with performers their preferences and sensitivities regarding skin care • discussing performers skin care with other make-up personnel • consulting with wardrobe and hairdressing personnel regarding the use of gums and glue • responding to instructions on required adjustments to make-up 	Learning experiences for the HSC must address: A basic understanding of elementary photography skills in order to keep photographic records of completed work. An understanding of recording make-up finishes for continuity purposes.
	3.4 Make any required adjustments quickly and accurately at appropriate times during the production.	<ul style="list-style-type: none"> • discussing final effect with performer, director, producer, lighting personnel • informing performer of the process and procedures for applying, touching-up and/or removing make-up. 	Learning experiences for the HSC must address: Factors affecting make-up during production including: <ul style="list-style-type: none"> • heat/humidity • sweat • physical contact/movement • time.
	3.5 Identify and implement health and hygiene procedures during preparation, application and maintenance of make-up.	Health and hygiene requirements include: <ul style="list-style-type: none"> • local, state and federal occupational health and safety regulations • regulations in the cosmetic environment, eg sterilisation and sanitation procedures, storage and handling of hazardous substances and protective clothing and substances in the workplace. 	
4 Remove make-up	4.1 Brief or instruct the performer on the removal of make-up.	Oral communication tasks may include: <ul style="list-style-type: none"> • discussing with performers their preferences and sensitivities regarding skin care • discussing performers skin care with other make-up personnel • consulting with wardrobe and hairdressing personnel regarding the use of gums and glue • responding to instructions on required adjustments to make-up • discussing final effect with performer, 	Learning experiences for the HSC must address: Procedures for make-up removal including: <ul style="list-style-type: none"> • cleansers appropriate to the type of make-up • methods of removal • rinsing procedures • after skin care <ul style="list-style-type: none"> - moisturiser - toner • hairspray removal • waste disposal.

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		director, producer, lighting personnel <ul style="list-style-type: none"> informing performer of the process and procedures for applying, touching-up and/or removing make-up. 	
	4.2 Remove make-up using appropriate cleansing products.		
	4.3 Ensure that the performer's comfort is maintained during make-up removal and that they are protected from any hazards.		
	4.4 Wash, disinfect or discard make-up equipment, as appropriate.	Health and hygiene requirements include: <ul style="list-style-type: none"> local, state and federal occupational health and safety regulations regulations in the cosmetic environment, eg sterilisation and sanitation procedures, storage and handling of hazardous substances and protective clothing and substances in the workplace. 	Learning experiences for the HSC must address: An understanding of the principles of cleaning and sterilising.
	4.5 Clean and leave the work area and site in the original or improved condition, ensuring that there has been no adverse impact on the site.		Learning experiences for the HSC must address: Enterprise/organisation cleaning procedures including: <ul style="list-style-type: none"> wiping down/sterilising work tables sweeping/vacuuming floors disposal of waste products cleaning of mirrors and lights replacement of consumable equipment.