

COURSE SPECIFICATION



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B-TIC LEVEL 4 DIPLOMA IN MAKEUP AND HAIR DESIGN

YEAR 2025/2026

B-TIC
PROFESSIONALISM SIMPLIFIED

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Changes of Specification with Previous Version

Previous Version Number	01	Current Version Number	01
Summary of changes			Page number
N/A			N/A

QUALIFICATION TITLE			B-TIC LEVEL 4 DIPLOMA IN MAKEUP AND HAIR DESIGN		
Qualification Number (QN)			L4		
Level			Level 4		
Duration			1 Year		
Grading System			Pass / Fail		
Awarding Organization			Business and Technology International Campus LTD		
Credit Value			120		
Total Qualification Time (TQT):	1200	Guided Learning Hours (GLH)	600	Independent Learning Hours (ILH)	600
Entry Requirements:			Learners must be at least 16 years old. A level 3 qualification or Equivalent		
Mode of Delivery			Full Time, Blended, Distanced without any unlawful or unfair discrimination to any learner		
Assessment Method			Course work and appropriate methods		
Language of Instruction & Assessment			English		
Placement requirements			N/A		

About this Qualification

This business course offers a comprehensive blend of theoretical and practical knowledge, equipping students with essential skills for success in a variety of business contexts. Through 8 meticulously designed modules at B-TIC Level 5, learners gain hands-on experience with real-world case studies, practical business applications, and insights into cutting-edge technologies. Delivered by an international faculty, the course provides a global perspective on business practices at an affordable price. After completing B-TIC Level 5 students can proceed for the top up in the UK or at your home country based on the student's university preference to further specialise and gain expertise in the desired field.

Qualification Objectives:

1. To provide knowledge, skills and understanding to achieve high performance.
2. To assist every learner, a successful completion of qualifications meets learner needs through a variety of delivery modes with location freedom.
3. To allow every learner a successful completion of qualification at their own pace with time freedom
4. To make opportunities to enter employment or to progress in current employment
5. To make eligible to progress to higher education qualifications in related fields
6. To provide navigation map for professional body memberships

How to meet these objectives:

1. Teaching & assessing an up-to-date skill, knowledge and understanding for higher performance.
2. Assisting a range of delivery, learning and assessment modes
3. Allowing flexible timeframes and duration to complete the qualifications.
4. Help to ground in employment or to progress in current employment as learners apply to diverse roles and responsibilities in the relevant industry
5. Developing university partnerships & Developing academic skills for learners and helping appropriate unit selection to advanced entry progression to higher education in universities
6. Assisting progression to professional qualifications from professional bodies

To Develop Transferable Skills

Transferable skills (employability skills) are core to improving the career prospects and personal professional development of learners.

B-TIC qualifications intend to develop the following skills:

Problem-solving skills

- Critical thinking
- Creative skill to solve routine & non-routine problems
- Digital technology skills and

Independent skills

- Self-awareness and self-management
- Adaptability and resilience
- Reflection, planning and
- Prioritising.

Interpersonal skills

- Leadership skills
- Communication skills & Presentation Skills
- Team-ability skills
- Negotiating skills

Commercial skills

- Awareness of the relevant industry sector
- Understanding customer needs
- Finance & Budgets
- Management Skills

Qualification Framework

B-TIC commits all the necessary actions to design its qualification in accordance with the Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland, the Regulated Qualifications Framework (RQF), the Quality Assurance Agency (QAA) Subject Sector Benchmarks and the European Qualification Framework. Further, B-TIC sought to design the qualification in accordance with the relevant professional body's requirements.

Equivalences

Level 4 diploma have been designed equivalent to Level 4 of the Regulated Qualifications Framework (RQF), which is at the same level as the diploma.

Collaboration in Qualification Design

Learners completing B-TIC qualifications may enter employment or progress to higher education. Thus, our qualifications are designed in collaboration with employers, universities, higher education institutes, professionals, professional bodies, businesses and educational institutions, learners and centres to ensure that qualifications meet the needs and expectations of stakeholders.

Progression

B-TIC develops articulation arrangements with universities locally and internationally that provide advanced entry for B-TIC learners from Level 3 to Level 8. However, university admission criteria may change from time to time and remain at their discretion.

On successful completion of the B-TIC qualifications, learners may:

- Progress to University with advanced entry
- Find an employment
- Continue current employment with progressive competencies
- Commit to Continuing Professional Development (CPD) and
- Start a business

Prior Learning Assessment and Recognition (PLAR)

PLAR is where learners can meet entry criteria to entire a course or unit assessment requirements through Skill, knowledge and understanding which they already possess.

PLAR can be referred by different institution as follows:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

B-TIC has developed a PLAR policy that allows learners to skip formal learning which learners already know with appropriate demonstration as per the B-TIC PLAR Policy.

Equality and Diversity

B-TIC provide equal opportunity for every learner without any disadvantage in terms of age, disability, gender, marital status, civil partnership, pregnancy, maternity, race, colour, nationality, ethnicity, national origins, religion, sexual orientation or any other grounds in accordance with the B-TIC Equality and Diversity Policy.

Where a feature of a specific qualification disadvantage group of learners we provide explicit clarification In this regard in the qualification specification.

Qualification Structure

The B-TIC Level 4 Diploma in Makeup and Hair Design consists of 6 compulsory units in each levels.

Unit Number	Compulsory Units - Level 4	Credit	TQT	GLH	ILH
	Foundation in Beauty & Hygiene	20	200	100	100
	Makeup Techniques	20	200	100	100
	Bridal & Cultural Makeup	20	200	100	100
	Hairstyling Fundamentals	20	200	100	100
	Advanced Hair Design	20	200	100	100
	High Fashion, Editorial & Runway	20	200	100	100

Total Qualification Time (TQT)

Total Qualification Time (TQT) is the total count of hours a learner would commit to complete on all varieties of activities demonstrating learning outcome achievements of a specific whole qualification.

TQT consists of “Guided Learning Hours” (GLH) activities and all the other forms of “Independent Learning Hours” (ILH) activities.

Guided Learning Hours (GLH)

Guided Learning Hours (GLH) are the estimated time duration that the learner is guided to learn in facilitation of Lecturers, Supervisors, Tutors, Trainers and facilitated workshops (hereafter called “FACILITATORS”) etc. for learners enabling to complete module learning outcomes at the appropriate standard.

GLH counts real time activities completed by the learner under direct instruction, supervision and / or immediate guidance) via Physical or Virtual Attendance such as,

- Supervised induction sessions
- Class room lecturers
- Class room discussions
- Assignments Reviews
- Personal meetings
- Learner feedback with a teacher in real time
- Supervised independent learning
- Supervised Literature Review
- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Question and answer sessions
- Presentation and Feedback
- Live webinar or telephone tutorial with a teacher in real time
- E-learning supervised by a teacher in real time
- E-mail conversations
- Formative assessment and feed back
- Summative assessment and feed back
- Professional Discussions
- Interview
- Reviewing cases with lecturers
- Building a poster with facilitator
- Invigilated examinations or assessments.

All other forms of learning activities under immediate guidance, Instruction, observation or Supervision of a facilitator may be counted into Guided Learning Hours (GLH).

Independent Learning Hours (ILH)

“Independent Learning Hours” (ILH) are hours of learning activities that learners undertake without direct instruction, supervision or immediate guidance.

The verity of independent learning activities in absence of direct instruction, supervision or Immediate Guidance of facilitator may happen depending on the qualifications and level of qualification, such as

- Independent preparation for classes
- Independent reading
- Independent research

- Independent work on projects
- Independent compilation of a portfolio of work experience
- Independent e-learning
- Independent e-assessment
- Independent coursework
- Independent watching a pre-recorded podcast or webinar
- Independent work-based learning
- Independent discussion
- Independent voluntary work

Any other form of learning, education or training, in the absence of direct instruction, supervision or immediate guidance of a facilitator, may be counted as Independent Learning Hours (ILH).

Credit

The credit value specifies the awarded number of credits to a learner who has covered and assessed the learning outcomes of a unit at a specific level standard of a qualification.

The awarded credits are recorded in a credit transcript that can lead to a qualification that supports your entry to the next progress of higher education.

Each credit represents 10 hours of learning time, which is equivalent to 10 hours of “TOTAL QUALIFICATION TIME”.

The credit value of the unit is constant in all contexts regardless of result (Pass, Merit or Distinction), the assessment method or the mode of delivery.

Learners will only be awarded credits for the successful completion of the whole unit.

Specific requirement of individual learners and the differing delivery styles may cause variation in the actual time to complete a qualification thus, Values for Total Qualification Time, Guided Learning Hours, and Credit are estimates

Unit Specification B-TIC Level 04 Diploma in Makeup and Hair Design

Foundation in Beauty & Hygiene

Unit Title	Foundation in Beauty & Hygiene
Unit Code	
Unit Level	Level 4
Credit Value	20
Guided Learning Hours	100
Independent Learning Hours	100
Unit Type	Core
Grading System	Pass / Fail

Unit Introduction

This module introduces learners to the foundational principles of beauty, skin hygiene, and professional etiquette. It emphasizes understanding the skin as a canvas, the importance of sanitation, and the basics of client interaction. Learners will gain a strong foundation in hygiene, skin analysis, and professional behavior essential for beauty practice.

Unit Objectives

- To understand skin types, tones, and face shapes.
- To learn skin preparation techniques and product knowledge.
- To apply hygiene practices in tool and brush sanitation.
- To develop professional grooming and client consultation skills.

Assessment

Learning Outcomes to meet	All 4 Learning Outcomes
Assessment Criteria to cover	All ACs of each Learning Outcome
Assessment method	• MCQ Paper Consist of 60 Questions • Written assignment • Client simulation exercise
Word count	1000 or Equivalent

Assignment briefs are part of this unit specification and available to all the centres and learners. Centre assess all the units internally and B-TIC externally verify for quality assurance

On completion assessment of this module the learner should:

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 1 Be able to understand skin types, tones, and face shapes	1.1 Identify different skin types and their characteristics	Skin types: normal, dry, oily, combination, sensitive; common features and conditions for each type; determining a client's skin type through observation/consultation
	1.2 Differentiate between various skin tones and undertones	skin tones: fair, medium, olive, dark; undertones: warm, cool, neutral; how skin tone/undertone influences colour cosmetic selection
	1.3 Identify and describe different face shapes and their characteristics	main face shapes: oval, round, square, heart, diamond, oblong; Identify key features (forehead, cheekbones, jawline) - how face shapes affect makeup, contouring, and hairstyle choices
LO 2 be able to understand skin preparation techniques and products	2.1 Understand skin preparation techniques and product knowledge	importance of skin prep before makeup; products: cleansers, toners, moisturizers, primers; tailored preparation for different skin types and safety/hygiene considerations
	2.2 Demonstrate skin preparation techniques and product knowledge	Practical steps: cleansing, toning, moisturizing application; product selection based on client needs; Safety checks: allergy tests, product hygiene protocols
	2.3 Apply skin preparation techniques and products in practical scenarios	Practice: professional skin preparation procedures; Supervised client practice sessions; Record reflection on product application and technique effectiveness
LO 3 Be able to apply hygiene practices in tool and brush sanitation	3.1 Apply hygiene practices in tool and brush sanitation	Sanitation for professional standards; Methods for cleaning brushes, sponges, and disposable tools

Learning Outcomes	Assessment Criteria	Unit Teaching Content
	3.2 Demonstrate application of hygiene practices in tool and brush sanitation	Use of sanitizing agents, cleaning and drying tools; Prevention strategies for cross-contamination
	3.3 Apply hygiene practices in practical scenarios	Practice: cleaning and organizing workstation; cleaning routines and maintenance protocols documents
LO 4 Be able to develop professional grooming and client consultation skills	4.1 Develop professional grooming and client consultation skills	Professional appearance and grooming standards - Intro to client consultation methods and communication techniques
	4.2 Demonstrate understanding of professional grooming and client consultation skills	Conducting client consultations; Role-play scenarios and self-evaluation of consultation techniques
	4.3 Demonstrate understanding of professional grooming and client consultation skills	Simulation of full client interaction: needs assessment, rapport-building; Record and evaluate consultation outcomes for improvement

Essential Reading and Resource List:

Text books:

Journals & Newspapers:

Websites:

Makeup Techniques

Unit Title	Makeup Techniques
Unit Code	
Unit Level	Level 4
Credit Value	20
Guided Learning Hours	100
Independent Learning Hours	100
Unit Type	Core
Grading System	Pass / Fail

Unit Introduction

This module equips learners with the skills to execute a variety of makeup looks, from basic daywear to advanced HD techniques. It emphasizes color theory, layering, and Longwear strategies.

Learners will confidently execute a range of makeup styles suitable for various occasions and professional settings.

Unit Objectives

- To master day, evening, and corporate makeup styles.
- To apply classic eye techniques including smokey eyes and winged liners.
- To understand and use color theory in makeup application.
- To learn product layering and setting for durability.
- To execute HD and longwear makeup techniques

Assessment

Learning Outcomes to meet	All 4 Learning Outcomes
Assessment Criteria to cover	All ACs of each Learning Outcome
Assessment method	• Portfolio of 3 makeup looks • Practical Demonstration • Reflective journal
Word count	1000 or Equivalent

Assignment briefs are part of this unit specification and available to all the centres and learners.

Centre assess all the units internally and B-TIC externally verify for quality assurance

On completion assessment of this module the learner should:

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 1 Be able to master day, evening, and corporate makeup styles	1.1 identify day, evening, and corporate makeup styles	Characteristics and requirements of day, evening, and corporate makeup; Product selection for different event types; Matching makeup style to occasion and client expectations
	1.2 Demonstrate understanding of day, evening, and corporate makeup styles	Practical techniques for each style; product application, blending, and finish for each context
	1.3 Demonstrate understanding of day, evening, and corporate makeup styles	Supervised practice sessions applying each style Personalized makeup planning and application for individual clients Immediate feedback and refinement during practical
LO 2 Be able to apply classic eye techniques including smokey eyes and winged liners	2.1 Apply classic eye techniques including smokey eyes and winged liners	Theory and visual references for classic eye looks; Brush and product selection for smokey eyes and winged liners; Importance of eye shape in look design
	2.2 Demonstrate understanding of classic eye techniques	Stepwise demonstration of smokey and winged liner application; Troubleshooting common mistakes (smudging, symmetry); Best practices for durability and definition
	2.3 Apply classic eye techniques in practical scenarios	Hands-on peer or model practice with feedback; Variation of classic looks for different eye and face shapes; Creativity and adaptation exercises

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 3 Be able to understand and use color theory in makeup application	3.1 Understand and use color theory in makeup application	Color wheel, warm and cool tones; Basic principles of color harmony and contrast; Choosing color schemes for different skin tones and events;
	3.2 Demonstrate understanding of color theory in makeup application	Practical demonstration: mixing and matching shades; Use of color correction, neutralizing, and enhancement; Color placement strategies for balanced and creative results
	3.3 Apply color theory in practical scenarios	Design complete looks using agreed color schemes; Application on live models with instructor critique; Reflection on color choices and effectiveness
LO 4 Be able to learn product layering and setting for durability	4.1 Learn product layering and setting for durability	Theory of product layering: primers, foundation, powders, sprays; Choosing products for longevity under different conditions; Science behind setting and fixing products
	4.2 Demonstrate understanding of product layering and setting	Demonstrate layer-by-layer application; Product compatibility and sequencing; Common errors and corrections in layering and setting
	4.3 Apply product layering and setting in practical scenarios	Real-time practice: building durable looks on models; Adaptation for specific climates, skin types, and wear duration; Peer and instructor review, with notes for improvement

Essential Reading and Resource List:

Textbooks:

Journals & Newspapers:

Websites:

Bridal & Cultural Makeup

Unit Title	Bridal & Cultural Makeup
Unit Code	
Unit Level	Level 4
Credit Value	20
Guided Learning Hours	100
Independent Learning Hours	100
Unit Type	Core
Grading System	Pass / Fail

Unit Introduction

This module explores traditional and contemporary bridal makeup styles across cultures. It emphasizes cultural sensitivity, male grooming, and event-specific looks.

Competence in traditional and global bridal aesthetics with cultural awareness.

Unit Objectives

- To master Indian bridal makeup styles across regions.
- To explore international bridal trends.
- To create looks for pre-wedding events.
- To understand male grooming essentials.
- To apply cultural awareness in makeup artistry.

Assessment

Learning Outcomes to meet	All 4 Learning Outcomes
Assessment Criteria to cover	All ACs of each Learning Outcome
Assessment method	• MCQ Paper Consist of 60 Questions • Written assignment • Practical Demonstration
Word count	1000 or Equivalent

Assignment briefs are part of this unit specification and available to all the centres and learners.

Centre assess all the units internally, and B-TIC externally verify for quality assurance

On completion assessment of this module the learner should:

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 1 Be able to understand Indian bridal makeup styles across regions	1.1 Identify Indian bridal makeup styles across regions	Overview of key makeup traditions in North, South, East, and West India; Signature colors, styles, and cultural significance; Product selection and adaptation for different skin tones and attire
	1.2 Demonstrate understanding of Indian bridal makeup styles across regions	Step-by-step demonstration and comparison of bridal looks from major regions; Layering techniques and longevity methods for bridal makeup; Adapting styles to regional jewelry and dress forms
	1.3 Apply Indian bridal makeup styles across regions in practical scenarios	Supervised model practice for each region's style; Adjusting looks for individual face shapes and features; Critique and refinement based on live feedback
LO 2 Be able explore international bridal trends	2.1 Explore international bridal trends	Research on Western, Middle Eastern, East Asian bridal makeup trends; Visual references and industry examples; Style guides for classic, modern, and fusion looks
	2.2 Demonstrate understanding of international bridal trends	Practical demos of signature looks from top global bridal practices; Discussion of product differences and adaptation for local clients; Role-play: consultations for international-style bridal makeup
	2.3 Apply international bridal trends in practical scenarios	Creative practice of select international looks on peers or models; Reflection on blending global trends with client needs; Peer and instructor feedback sessions

On completion assessment of this module the learner should:

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 3 Create looks for pre-wedding events	3.1 Create looks for pre-wedding events	Introduction to makeup needs for Mehendi; Sangeet, cocktail parties; Subtle and bold approaches for event-specific purposes; Product selection for longevity, vibrant color payoff
	3.2 Demonstrate understanding of pre-wedding event looks	Typical techniques for Mehendi, Haldi, Sangeet; Layering and touch-up strategies; Tips for matching makeup to outfits and accessories
	3.3 Apply event looks in practical scenarios	Client-based practice sessions creating distinct looks for each event; Adjust styles according to lighting; photography, and activity; Self-assessment and instructor critique
LO 4 Be understand male grooming essentials	4.1 Understand male grooming essentials	Skin, hair, and beard care basics for men; Product options: cleansers, moisturizers, beard oils, grooming tools; Industry standards for male appearance in special events
	4.2 Demonstrate understanding of male grooming essentials	Demos: cleansing, skin prepping, beard and hair grooming; Product application and style customization; Addressing male client concerns and etiquette
	4.3 Apply male grooming essentials in practical scenarios	Hands-on practice: prepping male models for events; Problem-solving for skin sensitivities, beard and hair styling; Feedback and notes for improvement

Essential Reading and Resource List

Textbooks:

Journals & Newspapers:

Websites:

Hairstyling Fundamentals

Unit Title	Hairstyling Fundamentals
Unit Code	
Unit Level	Level 4
Credit Value	20
Guided Learning Hours	100
Independent Learning Hours	100
Unit Type	Core
Grading System	Pass / Fail

Unit Introduction

This module introduces learners to the science of hair and basic hairstyling techniques. It covers tool handling, safety, and styling for everyday and event looks.

Unit Objectives

- To understand hair structure and scalp analysis.
- To handle styling tools safely.
- To perform basic styling techniques.
- To create braids, buns, and casual styles.
- To prepare hair for long wear styles.

Assessment

Learning Outcomes to meet	All 4 Learning Outcomes
Assessment Criteria to cover	All ACs of each Learning Outcome
Assessment method	• MCQ Paper Consist of 60 Questions • Written assignment • Tool handling demonstration
Word count	1000 or Equivalent

Assignment briefs are part of this unit specification and available to all the centres and learners. Centre assess all the units internally and B-TIC externally verify for quality assurance

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 1 Be able to understand hair structure and scalp analysis	1.1. Understand hair structure and scalp analysis	Anatomy of the hair shaft and follicle; Hair types and textures (straight, wavy, curly, coily); Common scalp conditions and their identification; The role of the scalp in hair health
	1.2 Demonstrate understanding of hair structure and scalp analysis	Demonstration using diagrams and models; Hands-on exercise: observing and describing hair/scalp characteristics; Recording observations using provided worksheets
	1.3 Apply hair structure and scalp analysis in practical scenarios	Live practice: consultation and scalp checks on models; Documenting findings and client recommendations; feedback on technique and accuracy
LO 2 Be able to handle styling tools safely	2.1 Handle styling tools safely	Common styling tools (hairdryers, straighteners, curling irons, combs, brushes); Tool safety best practices and handling procedures; Basic electrical safety and care for heated tools
	2.2 Demonstrate understanding of handling styling tools safely	Instructor demonstration of correct tool handling; Cleaning and storage procedures; Troubleshooting and addressing common mistakes
	2.3 Apply handling of styling tools safely in practical scenarios	Practical activity: using tools under supervision; Safety checklist before and after use; Peer and instructor evaluation of tool safety

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 3 Be able to perform basic styling techniques	3.1 Perform basic styling techniques	blow drying, straightening, curling basics Sectioning hair and choosing the right technique for each type; Product selection for protection and hold
	3.2 Demonstrate understanding of basic styling techniques	Step wise demo: blow dry, straighten, and curl with correct technique; Common troubleshooting and error correction; Practice sessions with feedback
	3.3 Apply basic styling techniques in practical scenarios	Practical styling on peers or mannequins: Adjusting techniques for client preferences and hair types; Reflection and refinement based on critique
LO 4 Be able to create braids, buns, and casual styles	4.1 Create braids, buns, and casual styles	Types of braids (three-strand, French, fishtail), basic bun types, and quick casual updos; Preparation: sectioning, detangling, and prepping hair; Tools and products for secure, neat styles
	4.2 Demonstrate understanding of braids, buns, and casual styles	braids, buns, and updos step-by-step; Practice with varied hair lengths and types; Style adaptations for trends and client requests
	4.3 Apply braids, buns, and casual styles in practical scenarios	Hands-on creation of styles on models or mannequins; Customizing looks for events and client needs; Peer review, self-assessment, and instructor feedback

Essential Reading and Resource List

Textbooks:

Journals & Newspapers:

Websites:

Advanced Hair Design

Unit Title	Advanced Hair Design
Unit Code	
Unit Level	Level 4
Credit Value	20
Guided Learning Hours	100
Independent Learning Hours	100
Unit Type	Core
Grading System	Pass / Fail

Unit Introduction

This module focuses on advanced hairstyling techniques for bridal, editorial, and fashion contexts. Learners will explore hair extensions, dupatta setting, and trend-based styling.

Unit Objectives

- To create bridal hairstyles and set dupattas.
- To apply and blend hair extensions.
- To design creative and editorial hair looks.
- To style men’s hair for events.
- To follow current hair trends.

Assessment

Learning Outcomes to meet	All 4 Learning Outcomes
Assessment Criteria to cover	All ACs of each Learning Outcome
Assessment method	• MCQ Paper Consist of 60 Questions • Written assignment • Editorial hair portfolio
Word count	1000 or Equivalent

Assignment briefs are part of this unit specification and available to all the centres and learners. Centre assess all the units internally and B-TIC externally verify for quality assurance

On completion assessment of this module the learner should:

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 1 Be able to create bridal hairstyles and set dupattas	1.1 Be able to apply and blend hair extensions	popular bridal hairstyles in different cultures; Techniques for secure and elegant dupatta draping; Tools and products for firm hold and finish; Safety and client comfort during styling
	1.2 Demonstrate understanding of bridal hairstyles and dupatta setting	bridal hair creation including braiding, curling, pinning; Demonstrations of various dupatta draping styles; adapting styles based on client needs and garments
	1.3 Apply create bridal hairstyles and set dupattas in practical scenarios	Supervised styling sessions with live models; Individual adjustments for hair texture and client preferences; Feedback sessions to improve technique and style quality
LO 2 Be able to apply and blend hair extensions	2.1 Apply and blend hair extensions	Types of hair extensions (clip-in, tape-in, sew-in, fusion); Techniques for applying extensions safely and effectively; Color matching and blending principles; Maintenance and care tips for clients
	2.2 Demonstrate understanding of hair extensions	Practical demonstration of application methods; Blending techniques for natural look; Troubleshooting common issues like tangling or mismatched textures
	2.3 Apply and blend hair extensions in practical scenarios	Hands-on practice applying extensions on models or mannequins; Styling with extensions incorporated; Recording observations and receiving instructor critique

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 3 Be able to design creative and editorial hair looks	3.1 Design creative and editorial hair looks	Introduction to editorial hair styling concepts; Inspiration gathering and mood boards; Techniques for dramatic volume, texture, and sculptural shapes; Use of accessories and props
	3.2 Demonstrate understanding of creative and editorial looks	Stepwise demos of creative styling techniques; avant-garde and thematic hair designs; Safety considerations and product selections
	3.3 Apply creative and editorial hair looks in practical scenarios	unique hair looks for photoshoots or fashion events; Collaboration with makeup artists and photographers;
LO 4 Be able to style men's hair for events	4.1 Style men's hair for events	Men’s hairstyles suitable for formal and casual events; Tools and products commonly used for men’s hair styling; Trends and influences in contemporary men’s grooming
	4.2 Demonstrate understanding of men's hair styling for events	cutting, trimming, and styling techniques; Stepwise styling for volume, texture, and hold; Client consultation and personalization ideas
	4.3 Apply men's hair styling for events in practical scenarios	Styling men’s hair for weddings, parties, and cultural events; Adapt styles to hair type, face shape, and outfit; Peer review and instructor feedback on styling outcomes

Essential Reading and Resource List

Textbooks:

Journals & Newspapers:

Websites:

High Fashion, Editorial & Runway

Unit Title	High Fashion, Editorial & Runway
Unit Code	
Unit Level	Level 4
Credit Value	20
Guided Learning Hours	100
Independent Learning Hours	100
Unit Type	Core
Grading System	Pass / Fail

Unit Introduction

This module prepares learners for high-end fashion and editorial work. It includes creative makeup, styling concepts, and collaboration with industry professionals.

Unit Objectives

- To create runway-ready makeup and hair looks.
- To design editorial and photoshoot styles.
- To explore avant-garde and face art techniques.
- To develop mood boards and styling concepts.
- To collaborate with photographers and designers

Assessment

Learning Outcomes to meet	All 4 Learning Outcomes
Assessment Criteria to cover	All ACs of each Learning Outcome
Assessment method	• MCQ Paper Consist of 60 Questions • Written assignment • Creative makeup exam
Word count	1000 or Equivalent

Assignment briefs are part of this unit specification and available to all the centres and learners.
 Centre assess all the units internally and B-TIC externally verify for quality assurance

On completion assessment of this module the learner should:

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 1 Be able to create runway-ready makeup and hair looks	1.1. Create runway-ready makeup and hair looks	Characteristics of runway makeup and hair (dramatic, high impact, fast application); Trend research and adaptation to runway themes; Tools, products, and techniques for long-lasting wear and visibility on stage
	1.2 Demonstrate understanding of runway-ready makeup and hair looks	Stepwise demonstration of classic runway makeup and hair techniques; Differences between runway and everyday makeup applications; Safety considerations for quick and repeated applications
	1.3 Apply runway-ready makeup and hair looks in practical scenarios	simulating runway time constraints and environment; Live model application with peer and instructor feedback; Adjustments for different skin tones, hair types, and show themes
LO 2 Be able to design editorial and photoshoot styles	2.1. Design editorial and photoshoot styles	Elements of editorial makeup and hair: creativity, storytelling, and photographic impact; Collaborating with photographers and stylists; Planning and visualizing photoshoot looks through sketches and references
	2.2 Demonstrate understanding of editorial and photoshoot styles	Styling techniques suitable for photography; Lighting and makeup interaction considerations; Practice with varying levels of makeup coverage and texture
	2.3 Apply editorial and photoshoot styles in practical scenarios	Practical photoshoot sessions applying editorial looks; Coordination with photography team and adapting looks on the spot; Critique and reflection on final photographic results

Learning Outcomes	Assessment Criteria	Unit Teaching Content
LO 3 Be able to explore avant-garde and face art techniques	3.1 Explore avant-garde and face art techniques	Avant-garde style principles and face art; Use of colors, materials, and textures for dramatic effects; Safety and hygiene in face painting and alternative materials use
	3.2 Demonstrate understanding of avant-garde and face art techniques	Live demonstrations of face art application and removal; Techniques for layering, blending, and textural effects; Troubleshooting common issues and client safety advice
	3.3 Apply avant-garde and face art techniques in practical scenarios	Creative practice designing and executing face art looks; Project work or event-based face art applications; Peer review and instructor feedback for skill refinement
LO 4 Be able to develop mood boards and styling concepts	4.1 Develop mood boards and styling concepts	Principles of mood board creation (theme, color, texture, story); Tools and software for digital and physical mood boards; Research techniques for fashion and beauty trends
	4.2 Demonstrate understanding of mood boards and styling concepts	Analyzing and critiquing mood boards; Presentation skills for concept explanation; Integration of client needs and fashion; direction into concepts
	4.3 Apply mood boards and styling concepts in practical scenarios	Mood boards for actual projects or shoots; Collaborating with teams to implement concepts; Evaluating the success of styling based on concept adherence and client feedback

Essential Reading and Resource List

Textbooks:

Journals & Newspapers:

Websites: