



## National Unit Specification: general information

**UNIT** Day Make-up and Basic Corrective Make-up (SCQF level 5)

**CODE** F4C0 11

### SUMMARY

The focus of this Unit is practical. The candidate will develop skills and knowledge in researching, planning and producing specific make-up looks to include young and mature day make-up using various techniques. The candidate will also learn the use of corrective make-up.

The candidate should be working towards or have a knowledge of Facial Skin Care.

### OUTCOMES

- 1 Prepare and perform a facial skin cleanse, tone and moisturise.
- 2 Perform day make-up on young and mature clients.
- 3 Use corrective make-up techniques on two face shapes.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

F0FE 10 *Cosmetology: Beauty — Practical Skills*

### CREDIT VALUE

1 credit at SQA SCQF level 5 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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### Administrative Information

**Superclass:** HL

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## **National Unit Specification: general information (cont)**

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### **CORE SKILLS**

There is no automatic certification of Core Skills components in this Unit.

Opportunities for developing aspects of Core Skills are highlighted in Learning and Teaching Approaches for this Unit.

## **National Unit Specification: statement of standards**

### **UNIT      Day Make-up and Basic Corrective Make-up (SCQF level 5)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Prepare and perform a facial skin cleanse, tone and moisturise.

##### **Performance Criteria**

- (a) Prepare the work area with appropriate equipment and materials.
- (b) Recognise contra-indications to treatment.
- (c) Identify suitable products for skin type.
- (d) Perform a cleanse, tone and moisturise on the facial skin.

#### **OUTCOME 2**

Perform day make-up on young and mature clients.

##### **Performance Criteria**

- (a) Agree a treatment plan through consultation with the client.
- (b) Select cosmetic make-up appropriate to skin type.
- (c) Apply cosmetic make-up to achieve the treatment plan.
- (d) Comply with health and safety regulations and salon procedure.

#### **OUTCOME 3**

Use basic corrective make-up techniques on two face shapes.

##### **Performance Criteria**

- (a) Identify the range of face shapes.
- (b) Agree appropriate plan through consultation with the client.
- (c) Identify skin tones and choose the appropriate foundation product.
- (c) Perform basic shading and hi-lighting techniques to enhance appearance of the client.

## **National Unit Specification: statement of standards (cont)**

**UNIT** Day Make-Up and Basic Corrective Make-up (SCQF level 5)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

**Outcome 1, 2 and 3 — Performance evidence**

**Outcome 2 (b) and 3 (a) — Written and/or oral evidence**

Candidate will be required to perform a day make-up treatment on a minimum of two occasions. They must:

- ◆ prepare
- ◆ identify
- ◆ select
- ◆ perform
- ◆ consult
- ◆ select cosmetic
- ◆ apply cosmetic
- ◆ comply
- ◆ Identify a range of face shapes
- ◆ agree a treatment plan for corrective make-up through consultation
- ◆ identify skin tones
- ◆ select appropriate foundation product
- ◆ use shading and hi-lighting techniques to enhance the appearance of the client

The candidate will provide written and/or oral evidence through an open-book assessment to identify a range of:

- ◆ face shapes
- ◆ skin tones
  - match or add warmth to neutral skin tones — golden, honey, tan shades
  - neutralise pink or red skin tones with beige or olive shades
  - brighten yellow or blue skin tones with rose, golden and bronze shades
- ◆ round
- ◆ oval
- ◆ pear
- ◆ heart
- ◆ diamond
- ◆ rectangle

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Day Make-Up and Basic Corrective Make-up (SCQF level 5)

The candidate will perform two day make-up treatments and complete a client treatment plan for each of the treatments. The treatments must include:

- ◆ cleanse, tone and moisturise
- ◆ young skin type
- ◆ mature skin type

An assessor observation checklist will record candidate performance evidence.

An Assessment Support Pack has been produced for this Unit. This pack includes a sample of a treatment plan and an assessor observation checklist. Centres wishing to produce their own instruments of assessment should refer to the Assessment Support Pack to ensure that they are of a comparable standard.

## National Unit Specification: support notes

### UNIT Day Make-Up and Basic Corrective Make-up (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The Unit is a mandatory Unit within the National Certificate Group Awards in Beauty Care and Make-Up at SCQF level 5. It can also be taken as free-standing Unit. The focus of the Unit is practical. The candidate will develop skills and knowledge in research, planning and producing make-up looks to include young and mature day make-up using various techniques. The candidate will also learn the use of corrective make-up.

The candidate should be working towards or have a knowledge of *Facial Skin Care*. This Unit should be delivered in a realistic work environment.

The practical activity will include preparation of self, treatment area and client; consultation; selection of products; cleanse, tone and moisturise; application of appropriate cosmetic make-up. Safe and hygienic practices should be reinforced throughout this Unit in relation to self, client, equipment and workplace.

The current regulations that cover technical services are:

- ◆ The Health and Safety at Work Act
- ◆ The Workplace (Health, Safety and Welfare) Regulations
- ◆ The Manual Handling Operations Regulations
- ◆ The Personal Protective Equipment at Work Regulations
- ◆ The Provision and use of Work Equipment Regulations
- ◆ The Control of Substances Hazardous to Health
- ◆ The Electricity at Work Regulations
- ◆ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations

Candidates should have knowledge of the various skin types in order to select appropriate products to cleanse, tone and prepare the skin for the application of cosmetic make-up.

Contra-indications to treatment should be identified.

Make-up application may take place either on a make-up chair, in front of a mirror or at a treatment plinth. Ensure the client is in a comfortable and upright position with her head well supported to prevent neck strain.

Client consultation and agreement of the treatment plan should always precede application and candidates should be aware of the necessity to communicate clearly in order that the agreed plan is achieved.

## **National Unit Specification: support notes (cont)**

### **UNIT Day Make-Up and Basic Corrective Make-up (SCQF level 5)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

The teacher/lecturer will provide demonstrations and the candidate will practise the skills required to enable competence in performing cleanse, tone and moisturise followed by cosmetic make-up treatment. The theoretical aspects of this Unit should be: a basic knowledge of facial structures; health and safety legislation; skin analysis; consultation techniques; treatment procedures; product knowledge; treatment environment; preparation of self, area and client. Achievement of the Unit, Facial Skin Care (code) will give the candidate the underpinning knowledge of this area.

A range of delivery techniques can be used including group discussion, self directed learning, text books, handouts, information technology, demonstration, practical activity and role play. Oral questions may be used to establish the candidate understanding of underpinning knowledge and monitor progression.

#### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

There are opportunities to gather evidence towards the Core Skills in *Communication, Working with Others* and *Problem Solving* although there is no automatic certification of the Core Skills.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

##### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

The assessment of Outcomes 1, 2 and 3 may be holistic using a client treatment plan for each treatment and an assessor observation checklist for each treatment. The assessment for Outcomes 2 (b) and Outcome 3 (a) will be written and/or oral evidence.

Outcomes 1, 2 and 3 should be assessed by practical observation and carried out on clients using practical observation checklists to ensure the objectives of the Outcomes are met. The candidate will also be required to submit client treatment plan.

Oral questioning may be used to supplement practical observation to assess areas of knowledge and/or skills not covered by practical activity.

##### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## History of changes:

Version	Description of change	Date
02	Evidence Requirements text updated.	19/10/12