



Higher  
Course  
Specification



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# Higher Beauty: Skills for Work Specification (Code C262 76)

**Valid from August 2014**

This edition, August 2014 version 2.0

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## History of changes to Course Specification

Version	Description of change	Date
02	2014 - Course re-coded as part of CfE development programme but no change to Course and Unit content.	August 2014



## National Course Specification

### Beauty (Higher)

**COURSE CODE** C262 76

#### COURSE STRUCTURE

This Course has **four mandatory** Units.

The mandatory Units are:

F5AY 12	<i>Beauty: Facial Techniques</i>	<i>1 credit (40 hours)</i>
F5B1 12	<i>Beauty: Facial Treatment Packages</i>	<i>1 credit (40 hours)</i>
F5B2 12	<i>Beauty: Nail Finishes</i>	<i>1 credit (40 hours)</i>
F5B3 12	<i>Beauty: Creative Current Make-Up Trends</i>	<i>1 credit (40 hours)</i>

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

#### PROGRESSION

This Course or its Units may provide progression to:

- ◆ Scottish Vocational Qualifications (SVQs) in Beauty Therapy
- ◆ Higher National Certificate (HNC) in Beauty Therapy
- ◆ Higher National Diploma (HND) in Beauty Therapy
- ◆ further education
- ◆ training/employment

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#### Administrative Information

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## **National Course Specification: (cont)**

**COURSE** Beauty (Higher)

### **CREDIT VALUE**

The Higher Course in Beauty is allocated 24 SCQF credit points at SCQF level 6]\*.

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

### **CORE SKILLS**

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

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for this Course.

### **LINKS TO NATIONAL OCCUPATIONAL STANDARDS**

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

Aspects of the NOS from Beauty levels 1, 2 and 3 have been incorporated into this Course. As a result, the competence, knowledge and understanding achieved by candidates broadly reflect these standards.

The Units of the Course have been linked to elements of the following:

- ◆ level 1, 2 and 3: Ensure your own actions reduce risks to health and safety
- ◆ level 1: Prepare and maintain the beauty therapy work area
- ◆ level 1: Assist with facial treatments
- ◆ level 1: Assist with nail treatment on the hands
- ◆ level 2: Develop and maintain your effectiveness at work
- ◆ level 2: Improve and maintain facial skin conditions
- ◆ level 2: Provide manicure treatment
- ◆ level 2: Provide make-up treatment
- ◆ level 2 and 3: Promote additional products or services to clients

In this Course, the areas where the above standards are reflected are:

- ◆ knowledge of and adherence to health and safety procedures
- ◆ dealing with working areas, products and equipment
- ◆ supporting customers / others in beauty activities
- ◆ establishing effective relationships with clients / others
- ◆ developing practical skills
- ◆ reviewing own skills and abilities and setting targets for improvement

## National Course Specification: Course details (cont)

**COURSE** Beauty (Higher)

### RATIONALE FOR SKILLS FOR WORK COURSES

Skills for Work Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning
- ◆ skills and attitudes for employability

A key feature of these Courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

#### Learning through practical experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - learning in real or simulated workplace settings
  - learning through role play activities in vocational contexts
  - carrying out case study work
  - planning and carrying out practical tasks and assignments

#### Learning through reflecting at all stages of the experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - preparing and planning for the experience
  - taking stock throughout the experience — reviewing and adapting as necessary
  - reflecting after the activity has been completed — evaluating and identifying learning points

## National Course Specification: Course details (cont)

### COURSE Beauty (Higher)

The Skills for Work Courses are also designed to provide candidates with opportunities for developing *Core Skills* and enhancing skills and attitudes for *employability*.

#### Core Skills

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

#### Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *generic skills/attitudes valued by employers*
  - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
  - self-evaluation skills
  - positive attitude to learning
  - flexible approaches to solving problems
  - adaptability and positive attitude to change
  - confidence to set goals, reflect and learn from experience
- ◆ *specific vocational skills/knowledge*
  - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

## National Course Specification: Course details (cont)

**COURSE** Beauty (Higher)

### **RATIONALE FOR THE HIGHER BEAUTY COURSE**

This Higher Beauty Course has been designed to provide an introductory beauty qualification, which reflects the skills required by the beauty industry. Candidates will acquire subject specific knowledge and experience as well as develop skills which are transferable to other employment areas and will in general enhance the candidates' employability skills.

The target group for this Course is school candidates in S5 and above. It is anticipated that the Course will provide experience which reflects the skills required by the beauty industry and personal development facilitating progress to further learning opportunities and work.

This Course may also be suitable for adults returning to a further education environment and will offer progression opportunities for individuals who have identified beauty therapy as a possible career path.

It is anticipated that the Course will build on existing partnerships between schools, Further Education colleges, employers and other training providers.

The general aims of the Course are to:

- ◆ Provide candidates with a broad introduction to the beauty industry
- ◆ Allow candidates to experience vocationally related learning
- ◆ Encourage candidates to develop a good work ethic
- ◆ Encourage candidates to take responsibility for their own learning and development
- ◆ Provide opportunities to develop a range of Core Skills
- ◆ Provide opportunities to develop transferable skills
- ◆ Facilitate progression to further education and/or training

The specific aims of the Course in Beauty are to:

- ◆ Develop practical beauty skills
- ◆ Develop good working practice
- ◆ Develop an understanding of relevant health and safety issues
- ◆ Develop self presentation skills
- ◆ Develop a positive and responsible attitude to work
- ◆ Develop communication and customer care skills
- ◆ Develop organisational, interpersonal and teamwork skills
- ◆ Encourage skills in setting personal goals, reviewing and evaluating
- ◆ Develop specific and generic employability skills
- ◆ Build candidates' confidence
- ◆ Prepare candidates for further learning opportunities, study and training opportunities in beauty

Beauty is a well established industry with qualifications ranging from National Qualifications and SVQs to Higher National Certificate (HNC) and Higher National Diploma (HND). This Course fills an identified need for an introductory Course which is suitable for school candidates, meets the needs of industry, reflects National Occupational Standards and helps candidates to maximise their own potential.

## **National Course Specification: Course details (cont)**

### **COURSE**      Beauty (Higher)

The Higher Beauty Course may therefore provide a variety of progression opportunities.

These include:

- ◆ Scottish Vocational Qualifications (SVQs) in Beauty Therapy
- ◆ Higher National Certificate (HNC) in Beauty Therapy
- ◆ Higher National Diploma (HND) in Beauty Therapy
- ◆ further education
- ◆ training/employment



## **National Course Specification: Course details (cont)**

**COURSE** Beauty (Higher)

### **COURSE CONTENT**

#### **Summary of Course content**

The Course provides a broad, experiential introduction to beauty. The focus is on experiencing the salon environment and on the development of vocational skills, knowledge and understanding. Practical experience of communication and customer care skills is included. Specific skills in cleansing, toning, moisturising, basic face massage, masque application and removal, skin warming, exfoliation, nail shaping, cuticle care, hand massage, nail painting and basic make-up application techniques are developed. Current make-up trends are identified from a variety of sources, with candidates having the opportunity to experiment to produce a ‘look’ which reflects these trends. Emphasis throughout all Units is on the employability skills and attitudes which will help to prepare candidates for the workplace. These are detailed in the employability skills profile in this Course Specification.

#### **Summary of Unit content**

**Beauty: Facial Techniques (Higher) (1 credit)**

Candidates will learn about the structure and function of the skin, facial bones and muscles, skin types and common skin conditions. They will also learn how to analyse the skin before selecting appropriate products to reflect the client’s skin type and condition; and will develop the practical skills of cleansing, toning and moisturising the skin and basic face massage. Massage techniques and demonstrating dexterity when applying these are areas which will be included. Candidates will evaluate their own performance in identified employability skills and attitudes and set goals for improvement in order to enhance their employability profile.

**Beauty: Facial Treatment Packages (Higher) (1 credit)**

Candidates will learn about the structure and function of the skin, skin types and common skin conditions. They will also learn how to analyse the skin before selecting an appropriate treatment package and products which meets the clients needs; as well as develop the practical skills of cleansing, toning, skin warming, exfoliation, masque application and removal and moisturising. Candidates will also have the opportunity to review their own performance and identify areas for improvement in specified employability skills.

**Beauty: Nail Finishes (Higher) (1 credit)**

Candidates will learn about the nail structure and bones of the hand and arm. They will develop practical skills of shaping nails, improving the appearance of cuticles, nail painting and basic hand massage. Candidates will also have the opportunity to review their employability skills profile.

## **National Course Specification: Course details (cont)**

### **COURSE** Beauty (Higher)

#### **Beauty: Creative Current Make-Up Trends**

**(1 credit)**

This Unit focuses on an awareness of the ever changing face of make-up fashion trends and the expression of creativity.

Candidates will explore and identify current make-up trends from a variety of sources. They will interpret these, then plan and prepare to create a current make-up ‘look’. Candidates will develop practical skills in make-up application, then create and present a ‘look’ which reflects a current make-up trend identified on a client.

Candidates will evaluate their own performance in relation to specified employability skills and evaluate their progress in achieving goals.

## National Course Specification: Course details (cont)

**COURSE** Beauty (Higher)

### ASSESSMENT

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course.

#### Assessment objectives

- ◆ Knowledge and skills in relation to working in a beauty environment
- ◆ Practical vocational skills
- ◆ Communication and customer care skills
- ◆ Knowledge of current relevant health and safety legislation
- ◆ Skills for employment in the beauty industry
- ◆ Generic employability skills

Assessment in this Course will be based mainly on a range of practical activities carried out in a salon environment. Performance evidence will be supported by teacher/lecturer observation checklists and client record cards. Candidates will also complete structured questions, reviews of their employability skills and gather specified evidence.

#### Unit assessment

##### Beauty: Facial Techniques (Higher)

**(1 credit)**

Assessment in this Unit consists of:

- ◆ structured questions carried out in closed-book conditions on skin structure, functions of the skin, facial bones, facial muscles, skin types – dry, normal, oily, combination, common skin conditions — comedones, milia, papules, pustules, factors which prevent treatment taking place
- ◆ performance evidence supported by an assessor observation checklist and client record card for activities relating to preparation for a facial treatment on three occasions
- ◆ performance evidence supported by an assessor observation checklist and client record card for activities relating to carrying out a facial treatment on three occasions — cleanse, face massage, tone, moisturise
- ◆ one completed candidate review, recording the development of specified employability skills

##### Beauty: Facial Treatment Package (Higher)

**(1credit)**

Assessment of this Unit consists of:

- ◆ structured questions carried out in closed-book conditions on skin structure, functions of the skin, skin types — dry, normal, oily, combination, common skin blemishes — comedones, milia, papules, pustules, factors which prevent treatment taking place
- ◆ performance evidence supported by an assessor observation checklist and client record card for activities relating to preparation for a facial treatment package on three occasions
- ◆ performance evidence supported by an assessor observation checklist and client record card for activities relating to carrying out a facial treatment package relevant to the clients needs on three occasions — cleanse, tone, skin warming, exfoliation, masque, moisturise
- ◆ one completed candidate review, recording the development of specified employability skills

## National Course Specification: Course details (cont)

### COURSE Beauty (Higher)

#### Beauty: Nail Finishes (Higher) (1 credit)

Assessment of this Unit consists of:

- ◆ structured questions carried out in closed-book conditions on nail structure, common nail conditions, bones of the hand and arm, factors which prevent treatment taking place
- ◆ performance evidence supported by an assessor observation checklist and client record card for activities relating to preparation for a nail treatment on three occasions
- ◆ performance evidence supported by an assessor observation checklist and client record card for activities relating to carrying out a nail treatment relevant to the clients needs on three occasions
- ◆ one completed candidate review, recording the development of specified employability skills

#### Beauty: Creative Current Make-Up Trends (Higher) (1 credit)

Assessment of this Unit consists of an integrated assignment which will enable candidates to produce the following evidence:

- ◆ a style board which reflects current make-up trends, effectively combining texture and colour
- ◆ a plan which identifies a current make-up 'look' and defines the resources required and the skills to be developed to create and present the current make-up 'look' identified
- ◆ performance evidence supported by an assessor observation checklist for undertaking activities relating to the creation and presentation of a completed 'look' which reflects creativity in the interpretation of the current make-up trends identified in the style board
- ◆ one completed candidate review, recording the development of specified employability skills

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

### QUALITY ASSURANCE

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website [www.sqa.org.uk](http://www.sqa.org.uk)

## National Course Specification: Course details (cont)

**COURSE** Beauty (Higher)

### GUIDANCE ON LEARNING/TEACHING AND ASSESSMENT APPROACHES FOR THIS COURSE

#### Suggested order/sequence of delivery

While the sequence of delivery of the Units is for individual centres to decide, centres may wish to integrate delivery of the *Beauty: Facial Techniques* and *Beauty: Facial Treatment Package* Units giving candidates a good introduction to beauty as well as the opportunity to develop and practise the skills of these Units in a manner which reflects industry practice.

Alternatively, centres may wish to offer the Units in succession — *Beauty: Facial Techniques*, *Beauty: Facial Treatment Packages*, *Beauty: Nail Finishes*, *Beauty: Creative Current Make-Up Trends*. Such a sequence will give candidates optimum opportunity to demonstrate the development of their employability skills profile.

Whichever model of delivery is adopted, the culmination of the Course should be the *Beauty: Creative Current Make-Up Trends* Unit to enable candidates to develop their practical skills and understand the importance of keeping up to date with current fashion trends whilst working in the beauty industry.

#### Learning and teaching

The main approaches to learning in the Course should be experiential, practical and candidate centred. Candidates should have the opportunity to learn and develop practical skills in a real or simulated salon environment where they will experience workplace conditions, deal with customers, learn the importance of teamwork and develop good working practices.

Centres should ensure that an induction to each Unit within the Course is given, which will enable candidates to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the beauty industry, are stressed at this time.

Centres must ensure that candidates are given the opportunity to develop the specified employability skills over a period of time in relevant practical activities.

Candidates should have the opportunity to develop relevant vocational skills, as well as a variety of employability skills. Some of these skills are generic skills required in the wider workplace, while others are specific employability skills required for the beauty industry.

It will be important to ensure that candidates are provided with advice and guidance on what is expected of them when they are working in the beauty industry. Candidates must be given clear information, advice and guidance about what their role is within the salon with regards to appearance, attitude, behaviour, customer care and teamwork.

Due to the practical nature of the Course, each part of learning/teaching should incorporate both theory and practice, to facilitate learning. Candidates will therefore understand the relevance of the knowledge more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

## National Course Specification: Course details (cont)

### **COURSE** Beauty (Higher)

Practical demonstration followed by supported role play with peers will enable candidates to practise and gain confidence before progressing to the working environment. Formative work throughout will enhance performance. Candidates should be encouraged to learn through a variety of experiences and activities which are designed to enhance their awareness of salon conditions and to develop salon skills.

It is important that candidates get support and feedback from their teacher/lecturer on their self evaluation and progress throughout. Feedback should highlight aspects where candidates did well and areas that require to be improved.

#### **Visiting speakers/visits to salons**

Centres are encouraged to establish links with industry representatives, who may be willing to offer support in the form of visits from a member of staff to give candidates a realistic view of conditions in the beauty industry. It may be possible for centres to arrange visits to beauty salons as part of the candidates' learning experience, to help candidates build knowledge and understanding.

#### **Legislation**

Opportunities should be taken within the Course to integrate relevant current legislation knowledge in a realistic context. Candidates should be aware of how legislation affects everyday practice in the salon. They will develop an understanding of their responsibilities with regard to relevant legislation and be able to check their own working practices and working areas for any risks to themselves or others.

#### **Resource requirements**

Centres will require beauty salon facilities for each of the Units in the Course. This will include plinths, trolleys, beauty stools, basins. The salon facility will need to be equipped with sufficient beauty equipment, tools, products and consumables which should include magnifying lamps, spatulas, brushes, tweezers, files, a range of cleansers, toners, exfoliators, masques, moisturisers, enamel, make-up, gowns, towels and sterilising equipment to give candidates plenty of opportunity for practise and assessment.

Appropriate safe storage facilities will be needed for all equipment and materials.

Personal protective clothing will be essential for all candidates. This may include uniforms, aprons and gloves. Centres should carry out risk assessments for all activities as required.

Qualified staff who should:

- ◆ hold an appropriate professional/technical qualification which demonstrates substantial expertise in the subject, eg SVQ Beauty level 3, HNC/HND Beauty Therapy or equivalent
- ◆ hold an appropriate teaching qualification or be working towards one
- ◆ demonstrate competence in assessment of the subject
- ◆ have appropriate vocational experience or current knowledge of the industry as evidenced by a staff development record, or links with employers in the sector

## **National Course Specification: Course details (cont)**

### **COURSE** Beauty (Higher)

#### **Approaches to assessment**

The Evidence Requirements for Units within the Higher Beauty Course are fully expressed in the mandatory section of each Unit Specification.

Units have been designed so that assessment evidenced can be gathered holistically where possible. A variety of approaches is used for gathering evidence, reflecting the variety of learning experiences offered across the Course. Checklists should be used where appropriate to help reduce the burden of gathering evidence and the National Assessment Bank material (NAB) provides examples.

The term client is used in this Course to mean a person receiving a beauty treatment. It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, the activities must be carried out in a realistic manner in a real or simulated salon environment.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for this Course. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## National Course Specification: Course details

**COURSE:** Beauty (Higher)

### Appendix: Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

<b>Beauty: Facial Techniques</b>	= A
<b>Beauty: Facial Treatment Packages</b>	= B
<b>Beauty: Nail Finishes</b>	= C
<b>Beauty: Creative Current Make-Up Trends</b>	= D

Employability skill/attitude	Evidence
• a positive attitude and willingness to learn	A, B, C, D
• good timekeeping	A, B, C
• appropriate appearance	A, B, C, D
• customer care skills	A, B, C
• communication skills	A, B, C, D
• teamwork	A, B, C
• respect and consideration for others	A, B, C
• time management	A, B, C, D
• implementation and knowledge of relevant current legislation and hygiene procedures	A, B, C, D
• awareness of salon procedures	A, B, C
• confidence to seek feedback	A, B, C, D
• review and self evaluation skills	A, B, C, D

#### Assessment evidence in all Units:

- A = Structured questions on skin structure, functions of the skin, facial bones, facial muscles, skin types, common skin conditions. Assessor observation checklist of practical activities in preparing for and performing cleanse, tone, massage and moisturise the face. Client record card. Candidate review in relation to the development of specified employability skills.
- B = Structured questions on skin structure, functions of the skin, skin types, common skin conditions. Assessor observation checklist of practical activities in preparing for and performing a facial treatment package relevant to the clients needs — cleanse, tone, skin warming, exfoliation, masque and moisturise. Client record card. Candidate review in relation to the development of specified employability skills.
- C = Structured questions on nail structure, common nail conditions, bones of the hand and arm. Assessor observation checklist of practical activities in preparing for and performing a nail treatment relevant to the clients needs — nail shaping, cuticle work, nail painting including French manicure. Client record card. Candidate review in relation to the development of specified employability skills.
- D = Style board, plan, assessor observation checklist of preparation and performance (creating a 'look' which reflects current make-up trends on a client). Candidate review in relation to the development of specified employability skills.





## **National Unit Specification: general information**

**UNIT** Beauty: Facial Techniques (Higher)

**CODE** F5AY 12

**COURSE** Beauty (Higher)

### **SUMMARY**

This Unit has been designed as a mandatory Unit of the Beauty (Higher) Course and can also be taken as a free-standing Unit.

Candidates will learn about the structure and function of the skin, facial bones and muscles, skin types and common skin conditions. They will also learn how to analyse the skin before selecting appropriate products to reflect the client's skin type and condition. Candidates will also develop practical skills of cleansing, toning and moisturising the face incorporating a basic face massage. Massage techniques and demonstrating dexterity when applying these are areas which will be included.

Candidates will participate in a number of activities which will help them to develop the skills contained within this Unit. Candidates will also evaluate their own performance in specified employability skills and attitudes and set goals for improvement to enhance their employability profile.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory award as part of a general education or to more specialised study.

### **OUTCOMES**

- 1 Demonstrate knowledge of the skin, bones and muscles of the face.
- 2 Prepare for a standard facial treatment in a beauty salon environment.
- 3 Carry out a standard facial treatment in a beauty salon environment on three different skin types.
- 4 Review own performance in relation to the development of specified employability skills.

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### **Administrative Information**

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

**UNIT** Beauty: Facial Techniques (Higher)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre

### **CREDIT VALUE**

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

*\*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.*

### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches*.

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

### **UNIT Beauty: Facial Techniques (Higher)**

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**

Demonstrate knowledge of the skin, bones and muscles of the face.

##### **Performance Criteria**

- (a) Identify and describe the skin structure.
- (b) Identify the functions of the skin.
- (c) Identify facial bones and muscles.
- (d) Identify and describe skin types.
- (e) Describe common skin conditions.
- (f) Identify factors which would prevent treatment taking place.

#### **OUTCOME 2**

Prepare for a standard facial treatment in a beauty salon environment.

##### **Performance Criteria**

- (a) Meet specified salon standards for timekeeping, appearance and behaviour.
- (b) Select correct resources to carry out facial treatment.
- (c) Consult with and prepare client for a facial treatment.
- (d) Identify client's skin type.
- (e) Select correct products to be used according to skin type from the salon range.
- (f) Record skin type and product selection on client record card.

#### **OUTCOME 3**

Carry out a standard facial treatment in a beauty salon environment on three different skin types.

##### **Performance Criteria**

- (a) Carry out cleanse, massage, tone, and moisturise using correct products and techniques.
- (b) Give relevant aftercare advice to client.
- (c) Give relevant product recommendations to client.
- (d) Record aftercare and product recommendations on client record card.
- (e) Comply with relevant current health and safety requirements while carrying out the facial treatment.

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

### UNIT Beauty: Facial Techniques (Higher)

#### OUTCOME 4

Review own performance in relation to the development of specified employability skills.

#### Performance Criteria

- (a) Identify strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on own skills and abilities.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

#### Evidence Requirements for this Unit

Performance evidence and written/oral recorded evidence which covers all the Outcomes and Performance Criteria is required for this Unit.

The term *client* is used in this Unit to mean a person receiving a beauty treatment. It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, practical activities for this Unit must be carried out either in a realistic manner in a real or simulated salon environment, which involves working with clients, working with others in a team and will develop good working practice.

#### Outcome 1: Structured questions

Structured questions will be set which will be carried out in closed-book conditions. The questions must enable candidates to demonstrate their knowledge of the skin, bones and muscles of the face and will cover:

- ◆ skin structure — layers of the epidermis, dermis — arrector pili muscle, sweat gland, sebaceous gland, sensory nerve ending, lymph vessel, dermal papilla, blood supply, subcutaneous layer, hair follicle
- ◆ functions of the skin — sensation, heat regulation, absorption, protection, excretion, secretion
- ◆ facial bones — zygomatic, palatine, mandible, maxillae, vomer, turbinate, nasal, lacrimal
- ◆ facial muscles — frontalis, corrugator, orbicularis oculi, zygomaticus, procerus, nasalis, orbicularis oris, platysma
- ◆ skin types — dry, normal, oily, combination
- ◆ common skin conditions — comedones, milia, papules, pustules
- ◆ factors which would prevent treatment taking place — skin diseases, skin disorders, skin infections, viral conditions, conditions which would cause discomfort to the client

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

### UNIT Beauty: Facial Techniques (Higher)

#### Outcome 2: Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of **three** occasions that they are able to:

- ◆ meet specified salon standards for timekeeping, appearance and behaviour
- ◆ select correct resources to be used to carry out facial treatment
- ◆ consult with client
- ◆ prepare client for cleanse, massage tone and moisturise
- ◆ analyse skin
- ◆ select correct products to be used according to skin type and salon range
- ◆ record skin type and product selection on client record card

#### Outcome 3: Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of **three** occasions that they are able to:

- ◆ carry out cleanse, massage, tone and moisturise using correct products and techniques
- ◆ give relevant aftercare advice to client
- ◆ give relevant product recommendations to client
- ◆ record aftercare and product recommendations on client record card
- ◆ comply with relevant current health and safety requirements while carrying out the facial treatment

Performance evidence for Outcome 2 and 3 must be gathered on the same assessment occasion in a realistic commercial time.

Practical performance must be demonstrated on three different skin types. The specified skin types are dry, normal, oily, combination.

An assessor observation checklist and completed client record card which accurately records client skin type, product selection, aftercare advice and product recommendations must be used to provide evidence of performance for Outcome 2 and 3.

#### Outcome 4: Candidate Review Sheets

Evidence Requirements for Outcome 4 should take the form of **one** completed candidate review sheet which will give candidates an opportunity to record the development of their employability skills. This review should be carried out towards the end of candidate's programme of activities for this Unit.

Candidates will identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify which one of these three is the highest priority for improvement, where they have improved most and where they need further development. If they have completed other Units in the Beauty Higher Course, they will have the opportunity to look at previous reviews and how they have improved.

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

### **UNIT**      Beauty: Facial Techniques (Higher)

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes structured questions for Outcome 1, assessor checklists and client record card for Outcomes 2 and 3 and candidate review sheets for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Beauty: Facial Techniques (Higher)

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

Candidates will learn about the structure and function of the skin, facial bones, facial muscles, skin types and common skin blemishes.

They will also develop skills in analysing the skin before selecting appropriate products to reflect the client's skin type and condition as well as the practical skills of cleansing, toning and moisturising the face incorporating a basic face massage. Massage techniques and demonstrating dexterity when applying these techniques are areas which will be included.

Practical performance must be carried out on a client.

It is essential that relevant aspects of current health and safety legislation are explained and adhered to as part of the work of this Unit.

Key areas of knowledge are:

- ◆ skin structure — layers of the epidermis, dermis — arrector pili muscle, sweat gland, sebaceous gland, sensory nerve ending, lymph vessel, dermal papilla, blood supply, subcutaneous layer, hair follicle
- ◆ functions of the skin — sensation, heat regulation, absorption, protection, excretion, secretion
- ◆ facial bones — zygomatic, palatine, mandible, maxillae, vomer, turbinate, nasal, lacrimal
- ◆ facial muscles — frontalis, corrugator, orbicularis oculi, zygomaticus, procerus, nasalis, orbicularis oris, platysma
- ◆ skin types — dry, normal, oily, combination
- ◆ common skin conditions — comedones, milia, papules, pustules
- ◆ factors which would prevent treatment taking place — skin diseases, skin disorders, skin infections, viral conditions, conditions which would cause discomfort to the client
- ◆ working safely in the salon
- ◆ hygiene procedures
- ◆ prevention of infection
- ◆ factors which would prevent treatment taking place
- ◆ conditions of work, eg dress code, personal conduct
- ◆ resources required for specific services
- ◆ knowledge of the importance of adhering to appropriate current legislation and where to find further information on:
  - Health and Safety at Work Act
  - Control of Substances Hazardous to Health [COSHH] Regulations
  - Electricity at Work Regulations
  - Personal Protective Equipment [PPE] at Work Regulations
  - Data Protection Act
  - Provision and Use of Work Equipment Regulations

## National Unit Specification: support notes (cont)

### UNIT Beauty: Facial Techniques (Higher)

- ◆ organisational requirements relating to treatment areas, storage and disposal
- ◆ client preparation — cleansing, toning, moisturise and facial massage
- ◆ product knowledge - salon's range of make-up removers, cleansers, toners, moisturisers, massage mediums
- ◆ benefits of facial massage
- ◆ massage techniques — effleurage, petrissage, tapotement, vibrations
- ◆ salon procedure for cleansing, toning and moisturising incorporating a facial massage
- ◆ salon method of basic face massage
- ◆ tools and equipment
- ◆ effective communication
- ◆ how to respond appropriately to others

In addition to the vocational content, candidates should be encouraged to develop a positive approach to the employability skills identified by employers. These should be taught as an integral part of the Unit. Opportunities will arise while working in the salon environment to highlight the value of a positive attitude, good timekeeping, appropriate appearance, good customer care, communication skills, teamwork, respect and consideration for others, time management and an understanding of current relevant health and safety legislation.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have the opportunity to develop the following employability skills:

- ◆ A positive attitude and willingness to learn \*
- ◆ Good timekeeping \*
- ◆ Appropriate appearance \*
- ◆ Customer care skills \*
- ◆ Communication skills \*
- ◆ Teamwork \*
- ◆ Respect and consideration for others \*
- ◆ Time management \*
- ◆ Implementation and knowledge of health, safety and hygiene procedures \*
- ◆ Awareness of salon procedures \*
- ◆ Confidence to seek feedback \*
- ◆ Review and self evaluation skills \*

Achievement in a number of these employability skills [those marked with an asterisk \*] will be clearly identified as a result of the evidence generated through the assessment activities for this Unit.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice. This Unit is not suitable for delivery in a conventional classroom setting.



## National Unit Specification: support notes (cont)

### UNIT Beauty: Facial Techniques (Higher)

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

There should be an induction to the Unit which allows candidates to understand fully what is required and the approaches which will be adopted.

The main approach to learning in this Unit should be experiential, practical and candidate-centred. Candidates should have the opportunity to learn and develop practical skills in a salon environment where they will experience workplace conditions and will learn how to work with others in a team.

Due to the practical nature of this Unit, each part of learning/teaching should incorporate both theory and practical, to facilitate learning. Candidates will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

Practical demonstration followed by supported role-play, initially with peers will enable candidates to practise and gain confidence before progressing to work on clients. Formative work throughout will enhance performance.

The importance of working safely in the salon should be stressed. Candidates must also be made aware of Salon ethics and confidentiality.

Candidates should be shown how to analyse then cleanse tone and moisturise the skin using suitable products according to client's skin type/condition and salon product range. Candidates should also be shown how to carry out a basic facial massage, using appropriate products — eg oil, cream. Cost effective use of products should also be discussed.

The selection and use of the correct products, tools and equipment should be emphasised throughout. Candidates should be able to give clients relevant aftercare and homecare recommendations and understand how this relates to the process of selling products.

It is important that candidates are made aware of the fact that the handling, disposing and storing of equipment and materials must comply with both the organisations and manufacturers instructions and legal requirements.

Achievement of this Unit will be dependant on candidates being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice.

#### CORE SKILLS

In this Unit candidates will carry out practical activities, and customer care duties, which involve listening and talking to customers. These are good opportunities for developing aspects of the Core Skill of *Communication*. Candidates will learn how important it is to work together as part of the salon team to meet the needs of customers which will allow the development of aspects of the Core Skill of *Working with Others*.

Candidates will also be encouraged to take responsibility for improving their own performance through self evaluation, taking feedback from others, setting goals for improvement and evaluating progress made. These are opportunities for developing aspects of Core Skills in *Communication* and *Problem Solving*.

## National Unit Specification: support notes (cont)

### UNIT Beauty: Facial Techniques (Higher)

The opportunity could be taken during this Unit to emphasise that the employability skills developed and the relevant Core Skills indicated above, are skills which apply to a wide range of situations both in everyday life and in employment.

#### 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 Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

There are good opportunities for formative assessment in this Unit, including self and peer assessment and for collecting feedback from others.

When delivering this Unit as part of the Beauty (Higher) Course, written evidence for Outcome 1 and performance evidence for Outcomes 2 and 3 of this Unit could be integrated with the *Beauty: Facial Treatments Packages* Unit.

In Outcome 4 candidates should review their own performance and get feedback from their teacher/lecturer to record the development of their employability skills.

When delivering this Unit as part of the Beauty (Higher) Course, performance evidence for Outcome 4 of this Unit will give candidates greater opportunity to demonstrate the development of their employability skills profile across the duration of the Course.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes structured questions for Outcome 1, assessor checklists and client record card for Outcomes 2 and 3 and candidate reviews for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).



## **National Unit Specification: general information**

**UNIT** Beauty: Facial Treatment Packages (Higher)

**CODE** F5B1 12

**COURSE** Beauty (Higher)

### **SUMMARY**

This Unit has been designed as a mandatory Unit of the Beauty (Higher) Course and can also be taken as a free-standing Unit.

Candidates will learn about the structure and function of the skin, skin types and common skin conditions. They will also learn how to analyse the skin before selecting an appropriate package and products to reflect the client's skin type and condition as well as develop practical skills of cleansing, toning, skin warming, exfoliation, masque application and removal and moisturising.

Candidates will participate in a number of activities which will help them to develop the skills contained within this Unit. Candidates will also have the opportunity to review their own performance and identify areas for improvement in specified employability skills.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory qualification as part of a general education or to more specialised study.

### **OUTCOMES**

- 1 Demonstrate knowledge of the skin.
- 2 Prepare for a customised facial treatment package in a beauty salon environment.
- 3 Carry out a customised facial treatment package in a beauty salon environment.
- 4 Review own performance in relation to the development of specified employability skills.

### **RECOMMENDED ENTRY**

Beauty: Facial Techniques or equivalent.

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#### **Administrative Information**

**Superclass:** HL

**Publication date:** February 2009

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

**UNIT** Beauty: Facial Treatment Packages (Higher)

### **CREDIT VALUE**

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

*\*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.*

### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches*.

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

### **UNIT Beauty: Facial Treatment Packages (Higher)**

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**

Demonstrate knowledge of the skin.

##### **Performance Criteria**

- (a) Identify and describe the skin structure.
- (b) Identify the functions of the skin.
- (c) Identify and describe skin types.
- (d) Describe common skin conditions.
- (e) Identify factors which would prevent treatment taking place.

#### **OUTCOME 2**

Prepare for a customised facial treatment package in a beauty salon environment.

##### **Performance Criteria**

- (a) Meet specified salon standards for timekeeping, appearance and behaviour.
- (b) Consult with client to determine treatment package.
- (c) Prepare client for identified facial treatment package.
- (d) Identify client's skin type.
- (e) Select correct products and resources to be used according to skin type and salon range.
- (f) Record treatment package, skin type and product selection on client record card.

#### **OUTCOME 3**

Carry out a customised facial treatment package in a beauty salon environment.

##### **Performance Criteria**

- (a) Carry out cleanse, tone, skin warming, exfoliation, masque and moisturise using correct products and techniques relevant to clients needs.
- (b) Give relevant aftercare advice and product recommendations to client.
- (c) Record aftercare and product recommendations on client record card.
- (d) Comply with relevant current health and safety requirements while carrying out the facial treatment.

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

### UNIT Beauty: Facial Treatment Packages (Higher)

#### OUTCOME 4

Review own performance in relation to the development of specified employability skills.

#### Performance Criteria

- (a) Identify strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on own skills and abilities.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

#### Evidence Requirements for this Unit

Performance evidence and written/oral recorded evidence which covers all the Outcomes and Performance Criteria is required for this Unit.

The term *client* is used in this Unit to mean a person receiving a beauty treatment. It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, practical activities for this Unit must be carried out either in a realistic manner in a real or simulated salon environment, which involves working with clients, working with others in a team and will develop good working practice.

#### Outcome 1: Structured questions

Structured questions will be set which will be carried out in closed-book conditions. The questions must enable candidates to demonstrate their knowledge of the skin and will cover:

- ◆ skin structure — layers of the epidermis, dermis — arrector pili muscle, sweat gland, sebaceous gland, sensory nerve ending, lymph vessel, dermal papilla, blood supply, subcutaneous layer, hair follicle
- ◆ functions of the skin — sensation, heat regulation, absorption, protection, excretion, secretion
- ◆ skin types — dry, normal, oily, combination
- ◆ common skin conditions — comedones, milia, papules, pustules
- ◆ factors which would prevent treatment taking place — skin diseases, skin disorders, skin infections, viral conditions, conditions which would cause discomfort to the client

#### Outcome 2: Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of **three** occasions that they are able to:

- ◆ meet specified salon standards for timekeeping, appearance and behaviour
- ◆ consult with client to determine facial treatment package
- ◆ prepare client for identified treatment package
- ◆ analyse skin
- ◆ select correct products to be used according to skin type and salon range
- ◆ select correct resources to be used according to procedure
- ◆ record treatment package, skin type and product selection on client record card

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

### UNIT Beauty: Facial Treatment Packages (Higher)

#### Outcome 3: Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of **three** occasions that they are able to:

- ◆ carry out a facial treatment package, using correct products and techniques relevant to the clients needs. Treatment packages may include cleanse, tone, skin warming, exfoliation, masque and moisturise.
- ◆ give relevant aftercare advice and product recommendations to client.
- ◆ record aftercare and product recommendations on client record card.
- ◆ comply with relevant current health and safety requirements while carrying out the facial treatment.

Performance evidence for Outcome 2 and 3 must be gathered on the same assessment occasion and completed in a realistic commercial time.

Practical performance must be demonstrated on three different skin types. The specified skin types are dry, normal, oily, combination. Skin warming must be demonstrated with warm towels and steamer. Masque application must include setting, non setting and paraffin wax. All techniques may not be applicable for all clients, but all techniques must be demonstrated over the three client packages.

An assessor observation checklist and completed client record card which accurately records client skin type, product selection, aftercare advice and product recommendations must be used to provide evidence of performance for Outcome 2 and 3.

#### Outcome 4: Candidate Review Sheets

Evidence Requirements for Outcome 4 should take the form of **one** completed candidate review sheet which will give candidates an opportunity to record the development of their employability skills. This review should be carried out towards the end of candidate's programme of activities for this Unit.

Candidates will identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify which one of these three is most important to them, where they have improved most and where they need further development. If they have completed other Units in the Beauty Higher Course, they will have the opportunity to look at previous reviews and how they have improved.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes structured questions for Outcome 1, assessor checklists and client record card for Outcomes 2 and 3 and candidate review sheets for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Beauty: Facial Treatment Packages (Higher)

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

Candidates will learn about the structure and function of the skin, skin types and common skin blemishes. They will also learn how to analyse the skin before selecting appropriate products to reflect the client's skin type and condition as well as develop practical skills of cleansing, toning, skin warming, exfoliation, masque application and removal and moisturising.

Candidates will participate in a number of activities which will help them to develop the skills contained within this Unit. They will also review their employability skills profile.

Practical performance must be carried out on a client.

It is essential that relevant aspects of current health and safety legislation are explained and adhered to as part of the work of this Unit.

Key areas of knowledge are:

- ◆ skin structure — layers of the epidermis, dermis — arrector pili muscle, sweat gland, sebaceous gland, sensory nerve ending, lymph vessel, dermal papilla, blood supply, subcutaneous layer, hair follicle
- ◆ skin functions — sensation, heat regulation, absorption, protection, excretion, secretion
- ◆ skin types — dry, normal, oily, combination
- ◆ common skin blemishes — comedones, milia, papules, pustules
- ◆ working safely in the salon
- ◆ hygiene procedures
- ◆ prevention of infection
- ◆ factors which would prevent treatment taking place — skin diseases, skin disorders, skin infections, viral conditions, conditions which would cause discomfort to the client
- ◆ conditions of work, eg dress code, personal conduct
- ◆ resources required for specific services
- ◆ knowledge of the requirements of appropriate current health and safety legislation and where to find further information on:
  - Health and Safety at Work Act
  - Control of Substances Hazardous to Health [COSHH] Regulations
  - Electricity at Work Regulations
  - Personal Protective Equipment [PPE] at Work Regulations
  - Data Protection Act
  - Provision and Use of Work Equipment Regulations
- ◆ organisational requirements relating to treatment areas, storage and disposal
- ◆ client preparation — cleanse, tone, skin warming, exfoliation, masque and moisturise
- ◆ product knowledge — salon's range of make-up removers, cleansers, toners, moisturisers, exfoliant and masques — setting, non setting and paraffin wax



## National Unit Specification: support notes (cont)

### UNIT Beauty: Facial Treatment Packages (Higher)

- ◆ aims of masque application
- ◆ salon procedure for cleanse, tone, skin warming, exfoliation, masque application and removal and moisturise
- ◆ methods of skin warming — hot towels, steamer
- ◆ tools and equipment
- ◆ how to select a facial treatment package which meets clients needs
- ◆ effective communication
- ◆ how to respond appropriately to others

In addition to the vocational content, candidates should be encouraged to develop a positive approach to the employability skills identified by employers. These should be taught as an integral part of the Unit. Opportunities will arise while working in the salon environment to highlight the value of a positive attitude, good timekeeping, appropriate appearance, good customer care, communication skills, teamwork, respect and consideration for others, time management and an understanding of current relevant health and safety legislation.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have the opportunity to develop the following employability skills:

- ◆ A positive attitude and willingness to learn \*
- ◆ Good timekeeping \*
- ◆ Appropriate appearance \*
- ◆ Customer care skills \*
- ◆ Communication skills \*
- ◆ Teamwork \*
- ◆ Respect and consideration for others \*
- ◆ Time management \*
- ◆ Implementation and knowledge of health, safety and hygiene procedures \*
- ◆ Awareness of salon procedures \*
- ◆ Confidence to seek feedback \*
- ◆ Review and self evaluation skills \*

Achievement in a number of these employability skills [those marked with an asterisk \*] will be clearly identified as a result of the evidence generated through the assessment activities for this Unit.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice. This Unit is not suitable for delivery in a conventional classroom setting.

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

There should be an induction to the Unit which allows candidates to understand fully what is required and the approaches which will be adopted.

The main approach to learning in this Unit should be experiential, practical and candidate-centred. Candidates should have the opportunity to learn and develop practical skills in a salon environment where they will experience workplace conditions and will learn how to work with others in a team.

## National Unit Specification: support notes (cont)

### UNIT Beauty: Facial Treatment Packages (Higher)

Due to the practical nature of this Unit, each part of learning/teaching should incorporate both theory and practical, to facilitate learning. Candidates will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

Practical demonstration followed by supported role-play, initially with peers will enable candidates to practise and gain confidence before progressing to work on clients. Formative work throughout will enhance performance.

The importance of working safely in the salon should be stressed.

Candidates should be shown how to analyse then cleanse tone and moisturise the skin using suitable products according to client's skin type/condition and salon product range, incorporating skin warming, exfoliation, and masques as determined by the clients needs. It should be stressed that not all techniques will be applicable for all clients.

Candidates should be shown how to warm the skin using both warm towels and a facial steamer and the reasons for selection. Different methods of exfoliation should be demonstrated — eg using a facial exfoliant with fingers, rotary brush with cleanser. Candidates should have the opportunity to use a variety of masques — eg setting, non setting, paraffin wax.

Cost effective use of products should also be discussed.

The selection and use of the correct products, tools and equipment should be emphasised throughout. Candidates should be able to give relevant aftercare and homecare recommendations to clients.

It is important that candidates are made aware of the fact that the handling, disposing and storing of equipment and materials must comply with both the organisations and manufacturers instructions and legal requirements.

Achievement of this Unit will be dependant on candidates being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice.

### CORE SKILLS

In the Unit candidates will interact with customers and others. These are good opportunities for developing aspects of the Core Skill of *Communication* and also interpersonal skills. Many opportunities will arise in this Unit where candidates are working as part of the salon team. They will learn how important it is to work together co-operatively to meet customer needs. These opportunities will allow candidates to develop aspects of the Core Skill of *Working with Others*.

Candidates will be measuring masque products and recording quantities which will offer scope to develop aspects of the Core Skill of *Numeracy*.

Candidates will also be encouraged to take responsibility for improving their own performance through self evaluation, taking feedback from others, setting goals for improvement and evaluating progress. These are opportunities for developing aspects of Core Skills in *Communication* and *Problem Solving*.

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

### **UNIT Beauty: Facial Treatment Packages (Higher)**

The opportunity could be taken during this Unit to emphasise that the employability skills developed and the relevant Core Skills indicated above, are skills which apply to a wide range of situations both in everyday life and in employment.

#### **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 Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

There are good opportunities for formative assessment in this Unit, including self and peer assessment and for collecting feedback from others.

When delivering this Unit as part of the Beauty (Higher) Course, written evidence for Outcome 1 and performance evidence for Outcomes 2 and 3 of this Unit could be integrated with the *Beauty: Facial Techniques* Unit.

In Outcome 4 candidates should review their own performance and get feedback from their teacher/lecturer to record the development of their employability skills.

When delivering this Unit as part of the Beauty (Higher) Course, performance evidence for Outcome 4 of this Unit will give candidates greater opportunity to demonstrate the development of their employability skills profile across the duration of the Course.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes structured questions for Outcome 1, assessor checklists and client record card for Outcomes 2 and 3 and candidate review sheets for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).



## **National Unit Specification: general information**

**UNIT** Beauty: Nail Finishes (Higher)

**CODE** F5B2 12

**COURSE** Beauty (Higher)

### **SUMMARY**

This Unit has been designed as a mandatory Unit of the Beauty (Higher) Course and can also be taken as a free-standing Unit.

Candidates will learn about the nail structure and bones of the hand and arm. They will develop practical skills of shaping nails, improving the appearance of cuticles, nail painting and basic hand massage.

Candidates will participate in a number of activities which will help them to develop the skills contained within this Unit. They will also review their employability skills profile.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory award as part of a general education or to more specialised study.

### **OUTCOMES**

- 1 Demonstrate knowledge of the nail and bones of the hand and forearm.
- 2 Prepare for a nail treatment.
- 3 Carry out a nail treatment relevant to the clients needs.
- 4 Review own performance in relation to the development of specified employability skills.

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

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#### **Administrative Information**

**Superclass:** HL

**Publication date:** February 2009

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

**UNIT** Beauty: Nail Finishes (Higher)

### **CREDIT VALUE**

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

*\*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.*

### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches*.

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

### **UNIT Beauty: Nail Finishes (Higher)**

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**

Demonstrate knowledge of the nail and bones of the hand and forearm.

##### **Performance Criteria**

- (a) Identify and describe the nail structure.
- (b) Describe common nail conditions.
- (c) Identify the bones of the hand and forearm.
- (d) Identify factor which would prevent treatment taking place.

#### **OUTCOME 2**

Prepare for a nail treatment.

##### **Performance Criteria**

- (a) Meet specified salon standards for timekeeping, appearance and behaviour.
- (b) Consult with client to determine treatment requirements.
- (c) Prepare client for identified nail treatment.
- (d) Analyse condition of nails.
- (e) Select correct products and resources to be used according to treatment requirements and salon range.
- (f) Record nail treatment and product selection on client record card.

#### **OUTCOME 3**

Carry out a nail treatment relevant to the clients needs.

##### **Performance Criteria**

- (a) Carry out nail shaping, cuticle work, hand massage and nail painting including strong coloured and French enamel relevant to clients needs.
- (b) Give relevant homecare advice to client.
- (c) Give relevant product recommendations to client.
- (d) Record homecare advice and product recommendations on client record card.
- (e) Comply with relevant current health and safety requirements while carrying out the nail treatment.

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

### UNIT Beauty: Nail Finishes (Higher)

#### OUTCOME 4

Review own performance in relation to the development of specified employability skills.

#### Performance Criteria

- (a) Identify strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on own skills and abilities.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

#### Evidence Requirements for this Unit

Performance evidence and written/oral recorded evidence which covers all the Outcomes and Performance Criteria is required for this Unit.

The term *client* is used in this Unit to mean a person receiving a beauty treatment. It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, practical activities for this Unit must be carried out in a realistic manner in a real or simulated salon environment, which involves working with clients, working with others in a team and will develop good working practice.

#### Outcome 1: Structured questions

Structured questions will be set which will be carried out in closed-book conditions. The questions must enable candidates to demonstrate their knowledge of the nail and bones of the hand and forearm and will cover:

- ◆ nail structure — matrix, cuticle, lunula, perionychium, eponychium, nail bed, nail groove, nail wall, nail plate, hyponychium, free edge
- ◆ common nail conditions — hang nails, corrugations, furrows, ptergium, onychophagy, split/brittle nails
- ◆ bones of the hand and forearm — humerus, ulna, radius, carpal bones — scaphoid, trapezium, capitate, trapezoid, hamate, pisiform, triquetral, lunate, metacarpal bones, phalanges
- ◆ factors which would prevent treatment taking place — infectious diseases, bacterial infection, conditions which would cause discomfort to the client

#### Outcome 2: Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of **three** occasions that they are able to:

- ◆ meet specified salon standards for timekeeping, appearance and behaviour
- ◆ consult with client to determine nail treatment requirements
- ◆ prepare client for identified nail treatment
- ◆ analyse condition of nails
- ◆ select correct products to be used according to treatment requirements and salon range
- ◆ select correct resources to carry out nail treatment
- ◆ record nail treatment and product selection on client record card

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

### UNIT Beauty: Nail Finishes (Higher)

#### Outcome 3: Performance evidence

Candidates will be required to demonstrate by practical activity on a minimum of **three** occasions that they are able to:

- ◆ carry out nail shaping, cuticle work, hand massage and nail painting including strong coloured and French enamel relevant to client needs
- ◆ give relevant homecare advice to client
- ◆ give relevant product recommendations to client
- ◆ record homecare and product recommendations on client record card
- ◆ comply with relevant current health and safety requirements while carrying out the nail treatment

Performance evidence for Outcome 2 and 3 must be gathered on the same assessment occasion and completed in a realistic commercial time. Nail finishes which must be observed are strong coloured and French enamel.

An assessor observation checklist and completed client record card which accurately records nail treatment, product selection, aftercare advice and product recommendations must be used to provide evidence of performance for Outcome 2 and 3.

#### Outcome 4: Candidate Review Sheets

Evidence Requirements for Outcome 4 should take the form of **one** completed candidate review sheet which will give candidates an opportunity to record the development of their employability skills. This review should be carried out towards the end of candidate's programme of activities for this Unit.

Candidates will identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify which one of these three is the highest priority for improvement, where they have improved most and where they need further development. If they have completed other Units in the Beauty Higher Course, they will have the opportunity to look at previous reviews and how they have improved.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes structured questions for Outcome 1, assessor checklists and client record card for Outcomes 2 and 3 and candidate review sheets for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.



## National Unit Specification: support notes

### UNIT Beauty: Nail Finishes (Higher)

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

Candidates will learn about the structure of the nail and bones of the arm and hand. They will also learn how to analyse the nails before selecting appropriate products to enhance the client's nails, as well as develop practical skills of nail shaping, cuticle work, hand massage and nail painting including French manicure.

Candidates will participate in a number of activities which will help them to develop the skills contained within this Unit. They will also review their employability skills profile.

Practical performance must be carried out on a client.

It is essential that relevant aspects of current health and safety legislation are explained and adhered to as part of the work of this Unit.

Key areas of knowledge are:

- ◆ nail structure — matrix, cuticle, lunula, perionychium, eponychium, nail bed, nail groove, nail wall, nail plate, hyponychium, free edge
- ◆ common nail conditions — hang nails, corrugations, furrows, ptergium, onychophagy, split/brittle nails
- ◆ bones of the hand and forearm — humerus, ulna, radius, carpal bones — scaphoid, trapezium, capitate, trapezoid, hamate, pisiform, triquetral, lunate, metacarpal bones, phalanges
- ◆ working safely in the salon
- ◆ hygiene procedures
- ◆ prevention of infection
- ◆ factors which would prevent treatment taking place — infectious diseases, bacterial infection, conditions which would cause discomfort to the client
- ◆ conditions of work, eg dress code, personal conduct
- ◆ resources required
- ◆ knowledge of and the importance of adhering to appropriate current legislation and where to find further information on:
  - Health and Safety at Work Act
  - Control of Substances Hazardous to Health [COSHH] Regulations
  - Electricity at Work Regulations
  - Personal Protective Equipment [PPE] at Work Regulations
  - Data Protection Act
  - Provision and Use of Work Equipment Regulations
- ◆ organisational requirements relating to treatment areas, storage and disposal
- ◆ client preparation
- ◆ product knowledge - salon's range of nail products, eg exfoliator, cuticle oil
- ◆ salon procedure for nail shaping, cuticle work and hand massage
- ◆ benefits of hand massage

## National Unit Specification: support notes (cont)

### UNIT Beauty: Nail Finishes (Higher)

- ◆ methods of nail painting — coloured and French enamel
- ◆ tools and equipment
- ◆ how to select a nail treatment which meets clients needs
- ◆ effective communication
- ◆ how to respond appropriately to others

In addition to the vocational content, candidates should be encouraged to develop a positive approach to the employability skills identified by employers. These should be taught as an integral part of the Unit. Opportunities will arise while working in the salon environment to highlight the value of a positive attitude, good timekeeping, appropriate appearance, good customer care, communication skills, teamwork, respect and consideration for others, time management and an understanding of current relevant health and safety legislation.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have the opportunity to develop the following employability skills:

- ◆ A positive attitude and willingness to learn \*
- ◆ Good timekeeping \*
- ◆ Appropriate appearance \*
- ◆ Customer care skills \*
- ◆ Communication skills \*
- ◆ Teamwork \*
- ◆ Respect and consideration for others \*
- ◆ Time management \*
- ◆ Implementation and knowledge of health, safety and hygiene procedures \*
- ◆ Awareness of salon procedures \*
- ◆ Confidence to seek feedback \*
- ◆ Review and self evaluation skills \*

Achievement in a number of these employability skills [those marked with an asterisk \*] will be clearly identified as a result of the evidence generated through the assessment activities for this Unit.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice. This Unit is not suitable for delivery in a conventional classroom setting.

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

There should be an induction to the Unit which allows candidates to understand fully what is required and the approaches which will be adopted.

The main approach to learning in this Unit should be experiential, practical and candidate-centred. Candidates should have the opportunity to learn and develop practical skills in a salon environment where they will experience workplace conditions and will learn how to work with others in a team.

## National Unit Specification: support notes (cont)

### UNIT Beauty: Nail Finishes (Higher)

Due to the practical nature of this Unit, each part of learning/teaching should incorporate both theory and practical, to facilitate learning. Candidates will therefore understand the relevance of the knowledge and demonstrate understanding as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

Practical demonstration followed by supported role-play, initially with peers will enable candidates to practise and gain confidence before progressing to work on clients. Formative work throughout will enhance performance.

The importance of working safely in the salon should be stressed.

Candidates should be shown how to shape the nail using suitable files and how to improve the appearance of the cuticle using products, eg cuticle exfoliator, cuticle oil as determined by the clients needs. The method of using a cuticle knife and nippers should be demonstrated by the teacher/lecturer, but it should be stressed that these should only be used if the cuticle requires a significant amount of work and will not be applicable for all clients. Candidates may have the opportunity to practise this skill if a suitable client is available.

Candidates should be shown how to perform a hand massage using an appropriate massage medium. Methods of enamel application should be demonstrated — base coat, clear, coloured, French manicure. Candidates should have the opportunity to use a variety of enamels — eg matt, pearlescent.

The candidate should be given a significant amount of time within this Unit to develop and practise their nail painting technique.

Cost effective use of products should also be discussed.

The selection and use of the correct products, tools and equipment should be emphasised throughout. Candidates should be able to give relevant aftercare and homecare recommendations to clients.

It is important that candidates are made aware of the fact that the handling, disposing and storing of equipment and materials must comply with both the organisations and manufacturers instructions and legal requirements.

Achievement of this Unit will be dependant on candidates being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice.

### CORE SKILLS

In the Unit candidates will interact with customers and others. These are good opportunities for developing aspects of the Core Skill of *Communication* and also interpersonal skills. They will learn how important it is to work together co-operatively to meet customer needs. These opportunities will allow candidates to develop aspects of the Core Skill of *Working with Others*.

Candidates will also be encouraged to take responsibility for improving their own performance through self evaluation, taking feedback from others, setting goals for improvement and evaluating progress made. These are opportunities for developing aspects of Core Skills in *Communication* and *Problem Solving*.

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

### **UNIT Beauty: Nail Finishes (Higher)**

The opportunity could be taken during this Unit to emphasise that the employability skills developed and the relevant Core Skills indicated above, are skills which apply to a wide range of situations both in everyday life and in employment.

#### **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 Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

There are good opportunities for formative assessment in this Unit, including self and peer assessment and for collecting feedback from others.

In Outcome 4 candidates should review their own performance and get feedback from their teacher/lecturer to record the development of their employability skills.

When delivering this Unit as part of the Beauty (Higher) Course, performance evidence for Outcome 4 of this Unit will give candidates greater opportunity to demonstrate the development of their employability skills profile across the duration of the Course.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes structured questions for Outcome 1, assessor checklists and client record card for Outcomes 2 and 3 and candidate review sheets for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

#### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).



## **National Unit Specification: general information**

**UNIT** Beauty: Creative Current Make-Up Trends (Higher)

**CODE** F5B3 12

**COURSE** Beauty (Higher)

### **SUMMARY**

This Unit has been designed as a mandatory Unit of the Beauty (Higher) Course and can also be taken as a free-standing Unit.

This Unit focuses on an awareness of the ever changing face of make-up fashion trends and the expression of creativity.

Candidates will explore and identify current make-up trends from a variety of sources. They will interpret these, then plan and prepare to create a current make-up 'look'. Candidates will develop practical skills in make-up application, then create and present a 'look' which reflects a current make-up trend identified on a client.

Candidates will evaluate their own performance in relation to specified employability skills and evaluate their progress in achieving goals.

This Unit is suitable for those who have no previous qualifications or experience and wish to gain an introductory award as part of a general education or to more specialised study.

### **OUTCOMES**

- 1 Identify and produce a style board which reflects current make-up trends.
- 2 Produce a plan and develop skills to create a make-up 'look' which reflects current make-up trends.
- 3 Create and present a make-up 'look' which reflects current make-up trends identified in the style board.
- 4 Review own performance in relation to the development of specified employability skills.

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### **Administrative Information**

**Superclass:** JC

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

**UNIT** Beauty: Creative Current Make-Up Trends (Higher)

### **RECOMMENDED ENTRY**

Entry is at the discretion of the centre.

It would be advantageous if candidates have completed Beauty: Facial Techniques, Beauty: Facial Treatment Packages or equivalent.

### **CREDIT VALUE**

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

*\*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.*

### **CORE SKILLS**

There is no automatic certification of Core Skills or Core Skills components in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches*.

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

### **UNIT Beauty: Creative Current Make-Up Trends (Higher)**

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**

Identify and produce a style board which reflects current make-up trends.

##### **Performance Criteria**

- (a) Identify current make-up fashion trends from a variety of sources.
- (b) Identify items which reflect current make-up trends.
- (c) Identify a range of textures and colours which reflect current make-up trends.
- (d) Produce a style board which effectively combines make-up trend, texture and colour.

#### **OUTCOME 2**

Produce a plan and develop skills to create a make-up 'look' which reflects current make-up trends.

##### **Performance Criteria**

- (a) Design an image which reflects current make-up trend identified.
- (b) Identify resources and products required to create the 'look'.
- (c) Practise and develop skills in make-up application.
- (d) Produce a plan which demonstrates how the 'look' will be achieved.

#### **OUTCOME 3**

Create and present a make-up 'look' which reflects current make-up trends identified in the style board.

##### **Performance Criteria**

- (a) Prepare all necessary resources.
- (b) Demonstrate a creative approach which shows imagination and originality.
- (c) Create and present a completed 'look' which reflects creativity in the interpretation of current make-up trends identified in the style board.
- (d) Comply with relevant current health and safety legislation.

#### **OUTCOME 4**

Review own performance in relation to the development of specified employability skills.

##### **Performance Criteria**

- (a) Identify strengths and weaknesses in specified employability skills.
- (b) Gather feedback from others on own skills and abilities.
- (c) Identify areas for improvement in specified employability skills and set relevant goals.
- (d) Evaluate progress in achieving identified goals.

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

### **UNIT Beauty: Creative Current Make-Up Trends (Higher)**

#### **Evidence Requirements for this Unit**

Performance and product evidence which covers all the Outcomes and Performance Criteria is required for this Unit.

The term *client* is used in this Unit to mean a person receiving a beauty treatment. It is important to note that, while a variety of individuals (for example, candidates' peers, or other students of the centre) may act as clients for both formative activities and summative assessments, practical activities for this Unit must be carried out either in a realistic manner in a real or simulated salon environment, which involves working with clients, working with others in a team and will develop good working practice.

#### **Product evidence**

##### **Outcome 1: Style board**

Candidates will be required to produce, in open-book conditions a style board which reflects current make-up trends, effectively combining texture and colour.

An assessor checklist must be used to support product evidence.

##### **Outcome 2: Plan**

Candidates will be required to produce, in open-book conditions, a plan which describes a current fashion make-up 'look' and defines the resources required and the skills to be developed to create and present the current make-up 'look'. During this process candidates will seek feedback from the teacher/lecturer before finalising their plan taking account of the feedback received.

The plan will be in a format appropriate to the needs of the candidate.

An assessor checklist must be used to support product evidence.

#### **Performance evidence**

##### **Outcome 3:**

Candidates will be required to demonstrate by practical activity on one occasion that they are able to:

- (a) Prepare all necessary resources.
- (b) Demonstrate a creative approach which shows imagination and originality.
- (c) Create and present a completed 'look' which reflects creativity in the interpretation of current make-up trends identified in the style board.
- (d) Comply with relevant health and safety requirements.

The evidence for this Outcome must be generated within a maximum of 40 minutes. Photographic evidence of the completed make-up fashion 'look' must be retained.

An assessor observation checklist must be used to provide evidence of performance.



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

### UNIT Beauty: Creative Current Make-Up Trends (Higher)

#### Outcome 4: Candidate Review Sheets

Evidence Requirements for Outcome 4 should take the form of **one** completed candidate review sheet which will give candidates an opportunity to record the development of their employability skills. This review should be carried out towards the end of candidate's programme of activities for this Unit.

Candidates will identify their strengths and weaknesses and get feedback from their teacher/lecturer. They will then identify three employability skills they intend to develop further in the future to improve their employability skills profile. They will also identify which one of these three is the highest priority for improvement, where they have improved most and where they need further development. If they have completed other Units in the Beauty Higher Course, they will have the opportunity to look at previous reviews and how they have improved.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes a style board brief for Outcome 1, a plan brief for Outcome 2, assessor checklists and client record card for Outcomes 1, 2 and 3 and candidate review sheets for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## National Unit Specification: support notes

### UNIT Beauty: Creative Current Make-Up Trends (Higher)

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

This Unit focuses on encouraging an awareness of the ever changing face of make-up trends and the expression of creativity. Candidates will explore and identify current make-up trends from a variety of sources. They will interpret current make-up looks and plan and prepare to create a current make-up look. Candidates will develop practical skills in make-up application, then perform a make-up which reflects a current make-up trend identified on a client.

This Unit will enable candidates to take responsibility for their own performance, express their creativity, consolidate skills and gain an understanding of how current make-up trends constantly change and are influenced by fashion. Candidates will evaluate their own performance in relation to specified employability skills and evaluate their progress in achieving goals.

This Unit focuses on encouraging an awareness of current make-up fashion trends. Candidates will have an opportunity to develop new skills as well as use existing skills to create and present a 'look' which reflects current fashion make-up on a client.

It is essential that relevant aspects of current health and safety legislation be adhered to as part of the work of this Unit.

In addition to the vocational content, candidates should be encouraged to develop a positive approach to the employability skills identified by employers. These should be taught as an integral part of the Unit. Opportunities will arise while working in the salon environment to highlight the value of a positive attitude, good timekeeping, appropriate appearance, good customer care, communication skills, teamwork, respect and consideration for others, time management and an understanding of current relevant health and safety legislation.

During this Unit, in addition to the specific vocational skills developed and assessed, candidates will have the opportunity to develop the following employability skills:

- ◆ A positive attitude and willingness to learn \*
- ◆ Good timekeeping
- ◆ Appropriate appearance \*
- ◆ Customer care skills
- ◆ Communication skills \*
- ◆ Teamwork
- ◆ Respect and consideration for others
- ◆ Time management \*
- ◆ Implementation and knowledge of health, safety and hygiene procedures \*
- ◆ Awareness of salon procedures
- ◆ Confidence to seek feedback \*
- ◆ Review and self evaluation skills \*

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

### **UNIT Beauty: Creative Current Make-Up Trends (Higher)**

Achievement in a number of these employability skills [those marked with an asterisk \*] will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Practical activities should be carried out either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice. This Unit is not suitable for delivery in a conventional classroom setting.

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

It is important to ensure that candidates are provided with guidance on what is expected of them when they are undertaking this Unit.

Discussion with both peers and teacher/lecturers will help candidates focus on the task and to develop self evaluation skills.

Candidates should identify current make-up fashion trends from a variety of sources, eg cosmetic companies, media. Candidates should then be asked to identify a range of items which reflect current make-up fashion trends incorporating texture and colour. This could be demonstrated by the use of pictures, accessories, colour, etc. Discussion groups with peers; teacher/lecturer will give candidates an opportunity to express their ideas to others.

Candidates should then produce a style board which reflects current make-up fashion trends, effectively combining texture and colour. This will be used as the assessment evidence for Outcome 1.

Candidates should then produce a plan which details the image they intend to create, skills they need to develop, resources required as well as all the preparatory steps they will have to take to create the identified current make-up fashion 'look' identified in their style board. Candidates will then seek feedback from the teacher/lecturer before finalising their plan.

When candidates have finalised their plan they should practise the identified make-up skills to create the 'look'. Skills should be demonstrated to the candidates before they practise them. Candidates should be encouraged in the development of new skills. These skills should include make-up selection and application, and could include eyebrow shaping, false lash application — individual and strip.

Time should be given to practise the identified skills required to produce the 'look' on a client.

The finalised plan should include details of the 'look' to be created and all the skills and resources required. The plan will be in a format appropriate to the needs of the candidate. This will be used as assessment evidence for Outcome 2.

The importance of working safely in the salon should be stressed.

In Outcome 3 of this Unit, the candidate will create and present a current fashion make-up look on a client. Centres could use this performance in a variety of ways. It could be used as a showcase event to demonstrate to parents and/or guardians the skills which had been developed. Centres should however ensure that additional pressure is not placed on candidates when arranging such events.

## National Unit Specification: support notes (cont)

### UNIT Beauty: Creative Current Make-Up Trends (Higher)

Photographic evidence of the fashion make-up ‘look’ produced could be added to candidates’ style boards to demonstrate the end result achieved.

A further advantage of the completed style board is that it would provide candidates with a visual means of demonstrating their awareness of current make-up trends when applying for further training/employment in the beauty industry.

Achievement of this Unit will be dependant on candidates being able to carry out practical activities either in a realistic working environment or real workplace, which involves working with clients, working with others in a team and will develop good working practice.

### CORE SKILLS

In this Unit, candidates will be planning how to create a ‘look’ and reviewing their progress. Candidates will be encouraged to take responsibility for their own performance and this will give the opportunity to develop aspects of the Core Skill of *Problem Solving*.

Candidates may use the Internet while collecting and organising information in relation to current make-up trends giving the opportunity to develop aspects of the Core Skill of *Information and Communication Technology*.

Candidates will also be encouraged to take responsibility for improving their own performance through self evaluation, taking feedback from others, setting goals for improvement and evaluating progress made. These are opportunities for developing aspects of Core Skills in *Communication* and *Problem Solving*.

The opportunity could be taken during this Unit to emphasise that the employability skills developed and the relevant Core Skills indicated above, are skills which apply to a wide range of situations both in everyday life and in employment.

### 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 Evidence Requirements are fully expressed in the mandatory section of this Unit Specification.

Evidence should be gathered at appropriate points throughout the Unit. The evidence required should be gathered in sequence from Outcome 1 to Outcome 4.

## National Unit Specification: support notes (cont)

### UNIT Beauty: Creative Current Make-Up Trends (Higher)

In Outcome 3 candidates should be assessed on their practical ability on one occasion to:

- (a) Prepare all necessary resources.
- (b) Demonstrate a creative approach which shows imagination and originality.
- (c) Present a completed 'look' which reflects current make-up fashion trends identified.
- (d) Comply with relevant health and safety requirements.

The evidence for this Outcome must be generated within a maximum of 40 minutes. Photographic evidence of the completed make-up fashion 'look' must be retained.

If candidates do not complete the 'look' in the allocated time, they should be re-assessed on this Outcome.

In Outcome 4 candidates should review their own performance and get feedback from their teacher/lecturer to record the development of their employability skills.

When delivering this Unit as part of the Beauty (Higher) Course, performance evidence for Outcome 4 of this Unit will give candidates greater opportunity to demonstrate the development of their employability skills profile across the duration of the Course.

The National Assessment Bank pack provided for this Unit illustrates the standard that should be applied. It includes a style board brief for Outcome 1, a plan brief for Outcome 2, assessor checklists and client record card for Outcomes 1, 2 and 3 and candidate review sheets for Outcome 4. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).