



## **National Unit specification**

### **General information**

**Unit title:** Fantasy Make-up (SCQF level 4)

**Unit code:** H9AN 44

**Superclass:** HL

**Publication date:** June 2015

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Unit purpose**

In this Unit learners will be introduced to the concept of fantasy make up and encouraged to apply their creativeness in the design and application of make-up in the context of a specific fantasy theme.

This Unit is suitable for learners who have an interest in the subject area and will be beneficial for learners who are interested in a career in the beauty industry.

### **Outcomes**

On successful completion of the Unit the learner will be able to:

- 1 Explore and describe the concept of fantasy make-up themes.
- 2 Design and plan a fantasy make-up look from a specific theme.
- 3 Prepare and apply the fantasy make-up look.

### **Credit points and level**

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4)

## **National Unit specification: General information (cont)**

**Unit title:** Fantasy Make-up (SCQF level 4)

### **Recommended entry to the Unit**

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

Learners would benefit from having some knowledge of basic beauty skills.

It would be an advantage if they have completed the following, or equivalent:-

*Beauty Skills: An Introduction* (SCQF level 4)

*Contemporary make-up* (SCQF level 4)

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Equality and inclusion**

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **National Unit specification: Statement of standards**

**Unit title:** Fantasy Make-up (SCQF level 4)

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**

Explore and describe the concept of fantasy make-up themes.

#### **Performance Criteria**

- (a) Explore fantasy make-up themes.
- (b) Describe fantasy make-up themes.

### **Outcome 2**

Design and plan a fantasy make-up look from a specific theme.

#### **Performance Criteria**

- (a) Design a fantasy make-up look.
- (b) Produce a moodboard that reflects the fantasy make-up look.
- (c) Produce a plan for the fantasy make-up look.

### **Outcome 3**

Prepare and apply the fantasy make-up look.

#### **Performance Criteria**

- (a) Select appropriate products.
- (b) Prepare the work area with the required equipment and resources in a safe manner.
- (c) Prepare the model for the fantasy make-up look.
- (d) Apply the fantasy make-up look.

## **National Unit specification: Statement of standards (cont)**

**Unit title:** Fantasy Make-up (SCQF level 4)

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

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

This Unit requires learners to produce product and performance evidence that covers all Outcomes and Performance Criteria.

### **Outcome 1 — Written and/or oral evidence**

For Outcome 1 the learner must complete an assignment which demonstrates that they can:

- ◆ explore fantasy make-up themes.
- ◆ explore the key features of fantasy make-up.
- ◆ describe the key features of fantasy make-up.

Evidence will be in the form of an observation checklist completed by the assessor which indicates that all Performance Criteria have been successfully met.

Outcomes 2 and 3 will be assessed holistically. Learners will be observed on one occasion demonstrating that they can:

### **Outcome 2 — Product evidence**

- ◆ produce a design of a fantasy make-up look from a specific theme.
- ◆ produce a plan of the make-up application required to create the fantasy make-up look.
- ◆ produce a mood board combining texture and colour which reflects the fantasy make up look design and plan.

### **Outcome 3 — Performance evidence**

- ◆ select appropriate products.
- ◆ prepare the work area with suitable equipment and tools safely and hygienically.
- ◆ prepare the model for make-up application.
- ◆ apply the fantasy make-up look following the design and make-up plan.



## **National Unit Support Notes**

**Unit title:** Fantasy Make-up (SCQF level 4)

Unit Support Notes are offered as guidance and are not mandatory.

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

### **Guidance on the content and context for this Unit**

The purpose of the Unit is to provide learners with the knowledge and skills to further their understanding of fantasy make-up and it should be delivered in a practical manner.

Learners will develop knowledge and skills in investigation, planning and producing a fantasy make-up look. On completion of the Unit the learner will be able design, prepare, and apply a fantasy make-up look.

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

Learners can be encouraged to experiment with a variety of colours. Practical activities should be approached in a relaxed informal environment.

### **Guidance on approaches to delivery of this Unit**

The tutor should give demonstrations and learners should practice and experiment with colour.

A range of delivery techniques can be used including: co-operative learning such as think, pair and share, research (self-directed learning), practical demonstration, information technology, make-up books, practical activity (role play), oral questioning to ensure learners are retaining all information given and monitor progression.

The learner should be given time to practice their skills and experiment with different application methods to build competence and confidence on their peers.

This Unit should be delivered in a realistic working environment.

## **National Unit Support Notes (cont)**

**Unit title:** Fantasy Make-up (SCQF level 4)

### **Guidance on approaches to assessment of this Unit**

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Summative assessment should only take place when learners are competent through formative assessment.

Learners should be encouraged to compile a portfolio of evidence to support their activities and to develop the knowledge required by completion of workbook or self-assessment checklist.

The Evidence Requirements are fully expressed in the mandatory section of this Unit specification

### **Opportunities for 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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### **Opportunities for developing Core and other essential skills**

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

## History of changes to Unit

Version	Description of change	Date

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## **General information for learners**

**Unit title:** Fantasy Make-up (SCQF level 4)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

In this Unit you will gain knowledge and skills relating to fantasy make-up themes. You will practice different methods of applying fantasy make-up.