



## 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)).